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ABSTRACT

This annotated bibliography is intended for elementary through secondary social studies teachers who are looking for curriculum materials and resources for teaching about the Bicentennial. Over 100 annotated entries of selected curriculum and teacher materials are included in this bibliography, along with a selective list of organizations and resource centers which provide additional resources, and a listing of all the State Departments of Education and State and Regional Bicentennial Commissions. The bibliography lists student and teacher materials related to the Heritage, Festival, and Horizons theme as well as general student and teacher materials. A format, grade level, and subject index conclude the document. (Author/JR)

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Boulder, Colorado

MATERIALS FOR TEACHING ABOUT THE BICENTENNIAL: AN ANNOTATED BIBLIOGRAPHY

by

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PREFACE

This is one of two papers on the Bicentennial developed under the auspices of the ERIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium, Inc. Both papers provide resources for social studies teachers seeking creative ways to celebrate the nation's 200th anniversary in the classroom.

In this paper, Wiley and Pestello have described 89 sets of curriculum materials and guides appropriate for teaching about the Bicentennial. The companion volume, *Tips for Teaching about the Bicentennial: Four Lessons* by Allan O. Kownslar, elaborates four exemplary learning activities for elementary and secondary students. Each activity contains lesson plans and student materials for exploring a recurring theme in the United States' development--dedication to a cause, humor, frontiers, and loyalty.

It is our hope that these two resources can provide teachers with some much-needed help in devising good Bicentennial programs for their social studies classrooms.

Irving Morrissett
Executive Director, Social Science Education Consortium, Inc.
Director, ERIC Clearinghouse for Social Studies/Social Science Education

July 1975

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ACKNOWLEDGMENTS

This task of collecting, selecting, and annotating materials related to the Bicentennial could not have been accomplished in the time allowed without abundant help from the staffs of the ERIC Clearinghouse for Social Studies/Social Science Education and the Social Science Education Consortium. Almost all staff members helped us with the selection of materials to be included. Regina McCormick, Linda Smith, Sydney Meredith, Kathy Mitchell, and Nancy Dille were especially attentive to our needs in this regard. The staffs of the Ethnic Heritage Studies Project and the Colorado Legal Education Project also lent a much needed hand in identifying materials in their specialized areas. Other staff members helped in additional ways: Georgiana Simon and Luther Ford analyzed and annotated a number of entries in this volume. Mary Jane Turner, Donald English, and Judith Hedstrom allowed us to "lift" liberally from annotations they had done for previous bibliographies on legal education and on the Bicentennial. Many authors and editors of data sheets in the *Social Studies Curriculum Materials Data Book*, published by the Consortium, have provided us with critical, hard-to-obtain pieces of information and even an occasional sentence or paragraph. Joan Russell has displayed her infinite patience in double checking prices, dates, addresses, and the like and in typing from our frequently illegible copy. Peter Gadzinsky also helped with price checks. Bob L. Taylor and Robert D. Price reviewed the manuscript for clarity, content, and usefulness, pointing out gaps in need of filling and muddles in need of clarifying. Our thanks to all!

Karen B. Wiley
and
Roxy Pestello

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MATERIALS FOR TEACHING ABOUT THE BICENTENNIAL: AN ANNOTATED BIBLIOGRAPHY

by

Karen B. Wiley and Roxy Pestello
ERIC Clearinghouse for Social Studies/Social Science Education
and
Social Science Education Consortium, Inc.

Introduction

Who Should Use This Booklet

This booklet is for social studies teachers from kindergarten through the twelfth grade who want to know what curriculum materials are available to help them celebrate the Bicentennial in their classrooms. It contains 89 annotated entries of selected student and teacher materials; describes 14 organizations that can provide additional resources; and lists all the state departments of education and state and regional Bicentennial commissions which can be contacted for assistance. The curriculum materials annotations are cross referenced by grade level, format, and subject area.

What Is Included in This Booklet

If a resource list such as this is to be helpful to teachers, it cannot include absolutely everything related to the topic at hand. Teachers do not have the time to plough through such a volume.

During the early stages of development of this bibliography, it looked for a time as though the Bicentennial theme could incorporate just about anything related to the development of the United States. We searched the ERIC system for materials. We combed the collection of the SSEC-ERIC/ChESS Resource and Demonstration Center. We sent requests for materials to curriculum projects, publishers, educational and other organizations, and the media. As a result of our efforts, we collected the most amazing, overwhelming array of items for possible inclusion in our listing. While almost everything we found could be

tied into the Bicentennial theme one way or another, we felt it necessary to narrow the scope of our endeavor. We did not want to reproduce the entire Library of Congress card catalogue any more than our readers would want to scan it! Hence, we developed the following criteria for selection of materials to be included:

1) Content. In order to produce a comprehensible document, we limited our selection to those materials that have an explicit connection with the United States' founding period. That is, all the materials included in this list show explicitly some relationship between the focal topic of the materials (which may be contemporary) and its roots in the colonial, revolutionary, and/or constitution-building period of U.S. history.

In addition to the "explicit-connection" criterion, there is, of course, the requirement that the materials be appropriate for use in social studies courses. Many of the materials we found are also appropriate for use in other school subjects, such as language arts and science. Where this is so, we have noted it. However, the central concern of this listing is to provide suggestions for materials for social studies teachers.

2) Length. We suspect that most teachers who wish to teach about Bicentennial topics do not wish to spend an entire semester's or year's course on the subject, unless they are teaching U.S. history. Those who are teaching U.S. history are undoubtedly already familiar with the major full-length textbooks available. Thus, with a few exceptions (such as *From Subject to Citizen* and *Spanish/Mexican Influence*), we decided not to include complete packages for full-length courses. Instead, we have selected materials of a supplementary nature--materials that could serve as supplementary resources for a variety of existing history and social studies courses, materials that could be used as the basis for a short unit or two within a longer course, and materials that could form the core of a six- or nine-week mini-course.

In those cases where units or materials from full-length curricula are available separately, we have only included the specific materials relevant to the Bicentennial theme, with a reference to the existence of the larger course in the annotation.

3) Classroom Applicability. It is not our purpose here to direct the teacher to background resources in U.S. history. Rather, we list only items that include teacher and/or student materials ready for immediate or near-immediate application in the classroom. For instance, an item that only gives background information on the differing viewpoints of Constitutional Convention delegates would not be included. However, an item that gives such background information *and* suggested strategies for a classroom activity related to those differing viewpoints would be included. Some of the items admittedly provide only sketchy suggestions for the teacher to follow. We have tried to minimize the inclusion of those materials that contain only brief ideas for learning activities.

4) Availability. We have tried to limit our selection to items easily obtained by teachers. Out-of-print items and items that have been made available in limited quantities have not been included unless they are available through the ERIC system. With the exception of *Decades of Decision*, a film series produced by the National Geographic Society, we did not include any material we did not review ourselves. (*Decades of Decision* was included because of the exceptionally high recommendations it was given by persons whose judgment we trust and because of the reputation for good work of the developers and the National Geographic Society.) Therefore, a number of materials sets that are available or will be in the near future were not listed because we were unable to obtain copies in time to review them for publication. A large number of these materials are in the development and production stages and will be available from publishers in time for the fall semester.

5) Variety. We have attempted to include materials representing a wide variety of formats, content, and teaching strategies. The kinds of formats found in the items listed include games/simulations, audio-visual kits, readings books containing original source materials, more traditional textbook-type literature, and various other combinations of print and nonprint media.

We have attempted to find materials that relate the period of colonial-revolutionary-constitutional development to a number of topics

of current concern to students--topics such as ethnic diversity, women's roles, legal concepts, environmental problems, international relations, and future studies. There is quite a lot of material available for interdisciplinary humanities-social science courses; quite a bit less for interdisciplinary social-natural science teaching. As might be expected, there is substantial material available for legal education topics related to the Bicentennial. Harder to find are materials that directly link ethnic studies, women studies, environmental studies, international studies, and future studies to the colonial-revolutionary-constitutional period. One oddity that we discovered was the sufficient supply of materials on folksongs and the American Revolution.

6) Quality. The most difficult criterion to apply was that of overall quality of materials. We looked at the technical quality of the materials, considering such things as the clarity and usefulness of the illustrations and the durability of the components. We looked at the appropriateness of the materials for students, considering such things as interest and reading levels. We also considered the clarity of directions, the "fit" among objectives, content, materials, and strategies, the accuracy of content, and ethnic biases. Needless to say, most materials do not meet all of our quality criteria; they may fall short in some respects while excelling in others. In cases where materials are severely lacking in one area or other, we have tried to alert the user to the possible drawbacks.

How To Use This Booklet

Curriculum Materials Section. The curriculum materials section, which immediately follows this introduction, is organized according to the themes established by the American Revolution Bicentennial Administration (ARBA). The first part, related to the Heritage theme, contains all materials that focus primarily on the Revolutionary period. The second part, related to the Festival theme, contains materials that show how the problems and themes of the Revolutionary period have been dealt with and have influenced the course of American history up to and including the present. The third section contains all the materials we could find--one each for students and teachers--that deal with the Horizon

theme. The fourth section--General--lists materials that bridge all themes.

Within each of the four curriculum materials sections, *student materials* are listed first and then *teacher materials*. *Student materials* refers to packages that include materials to be used or viewed by students. Such packages generally include teacher directions and background information, as well. The items classified under *teacher materials* make suggestions to the teacher for classroom activities but do not include the actual materials that students would use.

Each entry consists of a heading and an annotation. The heading includes the following items:

ENTRY NUMBER: Designating the point at which the entry appears within the bibliography.

TITLE: Of the article, book, package, etc.

AUTHOR, EDITOR, or DEVELOPER: If author, editor, or developer is designated in the material, the name is mentioned here; if there is both an individually named author and an institutional developer, the latter is given in the annotation but not in the heading.

PUBLISHER: The name and ordering address of the publisher is given here, unless the distributor of the materials is different from the publisher; if the distributor is different from the publisher, only the publisher's name, city and state are given here, while the full ordering address is listed under the DISTRIBUTOR heading.

DISTRIBUTOR: Listed only if different from publisher.

PUBLICATION DATE: The year of publication is listed here; if the entry is a continuing series such as a newsletter, the year of first publication is followed by a dash.

GRADE LEVEL: The abbreviations used are "K" for kindergarten, "1" for first grade, and so on up to "13" and "14" for the first two years of college, and "Adult" for the general adult population. The grade levels given are our best estimates of grade-level appropriateness; these do not always agree with the recommendations of developers, editors, authors, and publishers.

COST: A brief description of the physical components of the package is given here, along with information on prices of individual com-

ponents and/or the total package. The prices given are the school (net) prices, taken from the publishers' catalogues as of May 1975, or obtained through phone calls to the publisher or distributor. Before ordering, we suggest you check again on the price, as costs seem to fluctuate frequently.

EDRS PRICE: This information is included only for those materials that are available through the ERIC system. EDRS stands for ERIC Document Reproduction Services. EDRS can furnish materials on microfiche (with 96 pages reproduced on a single microfilm card) or in hardcopy (xerography reproduction). Either kind of copy can be ordered from EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. The order number ("ED" number referring to the ERIC accession number of the document, or "SO" number, referring to the ERIC/ChESS acquisition number) must be used when ordering from EDRS. All orders must be accompanied by payment, including postage. (Add postage to the microfiche or hardcopy price at the rate of $0.18 for up to 60 microfiche or 100 pages of paper copy and $0.08 for each additional 60 microfiche or 100 pages.)

SUBJECT AREA: Listed here are the kinds of courses or topical areas for which the materials are appropriate. The terms used are:

all curriculum areas
all social studies
anthropology
art
economics
environmental education
future studies
geography
humanities
interdisciplinary social science
interdisciplinary social and natural science
international studies
language arts
legal education
local history
music
natural science
philosophy
religion studies
sociology
U.S. government
U.S. history
values education
women studies

The heading for journal articles is somewhat different from the heading for other materials, described above. For journal articles, only ENTRY NUMBER, TITLE (in quotation marks), AUTHOR, GRADE LEVEL, and SUBJECT AREA are used. In place of PUBLICATION and PUBLICATION DATE, we use SOURCE, which contains the title of the journal, volume and number,

date of issue, and page numbers of the article.

The annotations appear under the headings. In the annotations, we describe the content focus of the materials, the kinds of teaching applications suggested, the amount of class time for which the materials are designed, any special characteristics of or limitations on users, unique aspects of the materials, and noteworthy drawbacks. If the materials are related to others described in this booklet, we note the entry numbers of the related items.

If no specific comments are made on the quality of the materials--either low or high--the reader should assume that, in our judgment, the materials are reasonably good materials. We caution you, however, not to take our word for it. Consider this booklet a starting point in helping you select materials. Once you have identified several packages that seem appropriate for your needs, you should ask the publisher's representative in your area for examination copies and perform your own inspection before ordering the materials. In the case of materials that are available only through ERIC, you should try to visit a nearby ERIC collection holder and view the materials on a microfiche reader before deciding to use them. Check with your own school district social studies specialist, nearby college and university libraries, and regional educational resource and assistance center to locate the nearest ERIC collection.

Organization Section. Following the curriculum materials section of this booklet is a briefer section on organizations that can give assistance in your classroom planning for the Bicentennial. These organizations generally have some printed information that they can send to inquirers. The usefulness and quality of this information varies. Depending on the organization, the response to your request may include newsletters, lists of materials and other resources, suggestions for activities, leads on funding sources, and so forth. We have included descriptions for only those organizations that actually sent us printed materials to peruse in time for our publication deadline.

In addition to the 14 organizations on which we elaborate, we have listed all the state education agencies and state and regional Bicentennial commissions with their addresses. The social studies special-

ists in the state departments may be able to offer some help, as should the directors of the Bicentennial commissions. You will note that a few of the state departments and commissions are among the 14 organizations described. These state departments are the ones that responded to our solicitation in time for our publication deadline. The Bicentennial commissions were ones who sent us information--usually at the request of a state education department official--even though we did not directly solicit information from them.

Index. The curriculum materials are cross referenced by grade level, subject area, and format in the index at the end of the booklet. The Entry Numbers, rather than full titles or page numbers, are used. For instance, if you wish to identify only games and simulations appropriate for Bicentennial instruction, look in the Format section under "Games/ Simulations." The numbers following this heading are the Entry Numbers for all the games and simulations included in this annotated listing.

What To Do If This Booklet Doesn't Help

We hope that the selections included in this booklet will help you identify prospective materials for celebrating the Bicentennial in your classroom. If you are unable to find anything that fits your needs in this booklet, write or phone us and we will try to come up with some further materials suggestions for you. Write to User Services, ERIC/ ChESS, 855 Broadway, Boulder, Colorado 80302, or phone (303) 492-8434 and ask for the Information Request Specialist. Be sure to say that you've tried this booklet without success and then specify your needs as carefully as possible in relation to grade and ability level, specific content, teaching strategies, and so on. By the time you write, many new materials currently in production may have "hit the market" or gone into the ERIC system. We will continue to monitor Bicentennial materials during the next year and hope to be able to help teachers who have not been served adequately by this booklet.

Curriculum Materials for the Bicentennial

Materials Related to the Heritage Theme:

Student Materials

ENTRY NUMBER: 001

TITLE: *America* (Volume 1)

AUTHOR: Alistair Cooke

PUBLISHER: Time-Life Films, Multi-Media Division, 100 Eisenhower Drive, Paramus, New Jersey 07652

PUBLICATION DATE: 1973

GRADE LEVEL: 10-12

COST: $150.00 for total package; includes teacher's guide (105 pp., paperbound), 6 color filmstrips, six 33-1/3 rpm records or 6 cassette tapes

SUBJECT AREA: Arts, Humanities, U.S. History

The filmstrip series, *America*, is a classroom adaptation of Alistair Cooke's television presentation, "America: A Personal History of the United States." The total program includes two volumes of six filmstrips each. The first four filmstrips in Volume 1 deal with colonial and Revolutionary history. They are "The New Found Land," "Home Away from Home," "Making a Revolution," and "Investing a Nation." Although Cooke's commentary is not part of the school edition, the filmstrips represent over two years of work by Cooke and the Time-Life photographers who toured the United States in search of material. Through striking color photographs and art masterpieces, the story of America's discovery and growth is told with the aim of presenting the truth, not a rehash of the myths and prejudices common to many traditional historical surveys. For each volume there is an extensive teacher's guide that includes a script of the narration, suggestions for class discussion, student projects, and related activities. Each filmstrip lasts about 15 minutes and is appropriate for one day's lesson. *Alistair Cooke's America* (New York: Random House, 1973) could be used as an additional resource with the filmstrips.

ENTRY NUMBER: 002

TITLE: *American Civilization & Man's Pursuit of Human Rights*

PUBLISHER: Educational Dimensions Corporation, 792 Pacific Street, Stamford, Connecticut 06904

PUBLICATION DATE: 1971

GRADE LEVEL: 9-12

COST: $25.00 for total package; includes one color filmstrip, one cassette tape, and teacher's guide

SUBJECT AREA: Language Arts, Philosophy, U.S. Government, U.S. History

Man's Pursuit of Human Rights is one of six units in the American Civilization Series. It examines the historical theme of human rights through the art and literature of 17th- and 18th-century America and Europe. The governing system of 17th-century European monarchies is contrasted with the more democratic system then existing in America.

The program approaches history through the humanities to illustrate the "inseparability of man and his society within the context of history." By intertwining events with artistic and intellectual trends, the series hopes to give the students a better insight into the United States' past so they may gain a better perspective on the present. Most of the teacher's guide is devoted to discussion of the historical and philosophical background of the period. It suggests topics for discussion and activities in the arts. Each of the filmstrips runs about 20 to 25 minutes. They can be used individually to supplement existing course material in many subject areas or together to provide the core of a humanities course.

ENTRY NUMBER: 003

TITLE: *The American Constitutional Convention: A Simulation Exercise*

AUTHORS: William D. Coplin and Leonard Stitelman

PUBLISHER: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611

PUBLICATION DATE: 1969

GRADE LEVEL: 12-14

COST: $1.16 for student booklet (32 pp., paperbound); $0.92 for instructor's guide (27 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government, U.S. History

This game is one of the American Government Simulations Series. The series was created to demonstrate to students the "important role that concepts and assumptions play in the analysis of politics" and also to make students aware of the "tentativeness" of the "partially validated hypotheses and conflicting interpretations of the nature of political reality." This particular simulation creates the setting of the Constitutional Convention of 1787 in which students play roles as delegates. Students are faced with general questions of political philosophy influencing all political systems. The student booklet contains background reading; role descriptions; issue statements; and various forms for keeping track of the proceedings, drafting proposals and strategies, and evaluating performance. The teacher's guide contains a rationale statement and procedural instructions. The simulation has been field tested in a substantial number of college and high school classrooms. Roles are provided for as many as 49 students; minimum number of players is 32. From two to six class hours are required for the activity, in addition to homework assignments.

ENTRY NUMBER: 004

TITLE: *American History Games*

DEVELOPER: Alice Kaplan Gordon, ABT Associates, Inc.

PUBLISHER: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611

PUBLICATION DATE: 1970

GRADE LEVEL: 8-12

COST: $204.12 for total package; $1.11 for additional copies of teacher's guide (64 pp., paperbound) or student game book (48 pp., paperbound); $6.91 for additional spirit master sets (15 per set)

SUBJECT AREA: U.S. History

Developed by ABT Associates and intended as a supplement to any American history textbook, this kit contains six games dealing with major issues and periods in United States history. Each game requires students to become involved with making decisions as if they were living during the historical period in which the game is set. The six games are *Colony*, *Frontier*, *Reconstruction*, *Promotion*, *Intervention*, and *Development*. Only *Colony* is directly and explicitly relevant to the Revolutionary theme. It is a study of economic relationships between the 13 colonies and England prior to the Revolutionary War. It is not available separately from the others. The kit contains game boards, play money, chips, tokens, chance cards, 35 game books, a teacher's guide, spirit masters, and acetate sheets to protect game boards. The games are designed to be played by a minimum of 25 and maximum of 35 players. Five class periods are required for briefing, play, and debriefing of each game.

ENTRY NUMBER: 005

TITLE: *The American Revolution*

AUTHORS: D. Duane Cummins and William Gee White

PUBLISHER: Benziger, 100 W. Brown Street, Riverside, New Jersey 08075

PUBLICATION DATE: 1973

GRADE LEVEL: 10-12

COST: $2.97 for student text (216 pp., paperbound); $3.96 for teacher's edition (270 pp., paperbound)

SUBJECT AREA: U.S. History

The American Revolution, part of the Inquiries into American History Series, may be used as a unit in a larger course, as the core of a mini-course, or as a supplementary resource. The book deals with the causes leading up to the Revolution and the conflict itself. In addition to an introductory chapter, there are five major content chapters: "The British Empire and the American Revolution," "The American Colonies and the Revolution," "The American Tory and the American Patriot," "The War for Independence," and "What Was the American Revolution?" Following the last chapter is a section entitled "A Pattern for Revolution," which interprets the American Revolution in light of Crane Brinton's analytical framework from *The Anatomy of Revolution*. The teacher's guide includes thought-provoking questions for discussion and research. Suggested activities and resource materials, bibliographies, and ideas for inductive exercises are also included. (See Entry Number 023 for another unit in the series.)

ENTRY NUMBER: 006

TITLE: *The American Revolution: Crisis of Law and Change*

DEVELOPERS: Donald W. Oliver and Fred M. Newmann

PUBLISHER: Xerox Education Publications, Education Center, P.O. Box 2639, Columbus, Ohio 43216

PUBLICATION DATE: 1967

GRADE LEVEL: 7-12

COST: $0.55 for student booklet (64 pp., paperbound), in quantities of ten or more; free teacher's guide (4 pp., paperbound) with each order of ten or more; free additional guide, *Cases and Controversy*, with each order of ten or more

SUBJECT AREA: U.S. Government, U.S. History

The American Revolution is one of the units in the Public Issues Series, developed by the Harvard Social Studies Project. This unit takes from one to three weeks of class time and can be used alone or as a supplement to other course material. It is suitable for average students in grades seven through twelve. The aim of the Public Issues Series is to train students to examine and analyze, through discussion and argument, the kinds of disputes that give rise to social conflict. The instructional method employed has been termed "Socratic method." It requires that the teacher be able to shape the discussion of controversial issues in such a way that all sides be heard and considered fairly. The student booklets contain a variety of readings which form the evidenciary material to be discussed by students. The teacher's guide discusses major themes (such as, "Is violence ever justified in the pursuit of a political goal?"), describes approaches to the analysis of classroom dialogue related to these themes, suggests alternative approaches to the unit, and reproduces a unit test in two versions.

ENTRY NUMBER: 007

TITLE: *The American Revolution: Who Was Right?*

PUBLISHER: Current Affairs, 24 Danbury Road, Wilton, Connecticut 06897

PUBLICATION DATE: None given

GRADE LEVEL: 7-Adult

COST: $30.00 for each unit with tape cassettes; $25.00 for each unit with records; free teacher's guide (14 pp., paperbound) with each unit

SUBJECT AREA: Economics, Ethnic Studies, U.S. History, Women Studies

This sound-filmstrip series includes six units which may be purchased and used separately or as a series. The purpose of the series is to present both the British and the American views of the Revolution: "As with any major issue, political or otherwise, there are two distinct points of view in the American Revolution, each with its own justifications, merits, and fallacies." The six units are "Economic Issues of the American Revolu-

tion"; "The Propaganda War of the American Revolution"; "The Role of Indians in the American Revolution"; "The Woman's Role: America and England"; "Canada and the American Revolution: Whose Side Was She On?"; and "Who Was Right?" The filmstrips show a variety of reproductions of artistic and cartoon works, maps, and documents relevant to the topics. For each filmstrip there are two cassettes (or records), one narrating the British viewpoint on the issue and the other narrating the American viewpoint. A single teacher's guide gives suggestions for the teaching of each unit. The suggestions are brief and include a paragraph on the purpose of the unit, a list of major concepts and vocabulary terms, three or four sketches of learning activities, a list of suggested readings, and picture credits. Although, on the whole, these are interesting and worthwhile materials, there are some problems of which potential users should be aware. First, the recorded narrative does not always seem to fit well with the sequence of frames in the filmstrip--no doubt a result of the difficulty of trying to use the same pictures to present two arguments that develop along different lines. Second, there is some disagreement among materials analysts on the ERIC/ChESS staff about whether "The Role of the Indians" filmstrip and recordings are, in places, racially prejudicial; the Indian viewpoint is not given.

ENTRY NUMBER: 008

TITLE: *British Views of the American Revolution*

AUTHOR: Majorie J. Squire

PUBLISHER: D.C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116

PUBLICATION DATE: 1965

GRADE LEVEL: 11

COST: $1.74 for student text (148 pp., paperbound); $1.98 for teacher's edition (167 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book of readings is one in the New Dimensions in American History Series, which consists of 20 in-depth studies on significant topics in U.S. history. Each unit in the series presents original source material related to the topic, interspersed with author narrative. The teacher's edition for each unit discusses the purposes and major concepts of the unit and offers teaching suggestions for each section of the unit. *British Views* "challenges the student to seek a deeper understanding of British reactions to the issues involved at the birth of our nation." It focuses on one quarter of a century, from 1760 to 1785, presenting British views at the time of the Stamp Act crisis, the Townshend Acts and the Coercive Acts crises, and the Revolution itself. An epilogue examines the immediate aftermath of the Revolution. The unit could be used as a supplementary resource or serve as the core of a two-week study. (See Entry Numbers 026 and 034 for other units in the series.)

ENTRY NUMBER: 009

TITLE: *Colonial Defiance: The Boston Tea Party*

PUBLISHER: Xerox Education Publications, Education Center, P.O. Box 2639, Columbus, Ohio 43216

PUBLICATION DATE: 1972

GRADE LEVEL: 7-12

COST: $0.50 for student booklet (48 pp., paperbound); $4.50 for set of ten; free teacher's guide (2 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History, Values Education

This booklet is one of the Values and Decisions Series. Each booklet in the series describes the "personal turmoil of people facing up to policy decisions" about a significant issue in the history of the United States. The booklets are designed to be used as supplements to regular course material. *Colonial Defiance* raises questions still relevant today, such as "when, if ever is one justified in showing open defiance of authority or law?" Conflicting values are examined and decision-making skills are put to use as students ask themselves, "What would I have done?" The booklet contains brief narratives of real and fictional events and poses thought and discussion questions. The teacher's guide contains brief sketches of the major value concepts raised (natural rights, the law, patriotism, mercantilism, private property, and representative government) and a multiple-choice quiz. (See Entry Number 011 for another booklet in the series.)

ENTRY NUMBER: 010

TITLE: *Conflict and Consensus in the American Revolution*

AUTHORS: Edwin C. Rozwenc and Donald P. Schultz

PUBLISHER: D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116

PUBLICATION DATE: 1964

GRADE LEVEL: 10-12.

COST: $1.80 for student text (81 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book is one unit of the Basic Concepts in History and the Social Sciences Series. The purpose of the materials is to place students in the historian's role, encouraging them to form their own interpretations of past events. Original source materials related to the concepts of consensus and conflict are interspersed with author narrative. Selections from Paine, Jefferson, Hamilton, Adams, and others are presented. The last section of the book contains later interpretations of the American Revolution by 20th-century historians and social scientists. No teaching guide is provided; this and the other books in the Series are intended to be used as supplements to core course materials. (See Entry Number 022 for another unit in the series.)

ENTRY NUMBER: 011

TITLE: *Constitution: One Nation or Thirteen?*

PUBLISHER: Xerox Education Publications, Education Center, P.O. Box 2639, Columbus, Ohio 43216

PUBLICATION DATE: 1972

GRADE LEVEL: 7-12

COST: $0.50 for student booklet (48 pp., paperbound); $4.50 for set of ten; free teacher's guide (2 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History, Values Education

This booklet is one of the Values and Decisions Series. Each booklet in the series describes the "personal turmoil of people facing up to policy decisions" about a significant issue in the history of the United States. The booklets are designed to be used as supplements to regular course material. *Constitution* places students in the position of those citizens who gathered in 1787 to write the Constitution. The clashing opinions, the values, and the compromises reached are examined. Students ask themselves how they would have felt and what they would have done. The booklet contains brief narratives of events and poses thought and discussion questions. The teacher's guide contains brief sketches of the major value issues (states' rights vs. national supremacy, direct vs. indirect democracy, rigid vs. adaptable law, separate vs. concentrated power, people vs. the government) and a multiple-choice quiz. (See Entry Number 009 for another booklet in the series.)

ENTRY NUMBER: 012

TITLE: "A Conversation in a Philadelphia Inn, 1775"

AUTHOR: John L. Betts

SOURCE: *History Teacher*, vol. 5, no. 3 (March 1972) pp. 9-20

GRADE LEVEL: 9-12

SUBJECT AREA: U.S. History

Based upon primary sources, this reconstruction of a hypothetical conversation between a businessman and a farmer in a Philadelphia Inn in 1775 can give students insight into the causes of the American Revolution. The article includes a student guide and a suggested quiz.

ENTRY NUMBER: 013

TITLE: *Decades of Decision: The American Revolution Series*

DEVELOPERS: Barry K. Beyer and Anthony Penna

PUBLISHER: National Geographic Society, P.O. Box 1640, Washington, D.C. 20013

PUBLICATION DATE: 1974

GRADE LEVEL: 7-12

COST: $335.00 for each 16mm film or videocassette; $3,720.00 for total package of 12 films or 12 videocassettes; individual films are also available on a rental basis from Modern Film Rental, 1145 North McCadden Place, Los Angeles, California 90038.

SUBJECT AREA: U.S. History, Values Education

Each of the 12 films in this series presents a conflict that affected the lives of everyday people before, during, and after the American Revolution. A teacher's guide accompanies each film and includes suggestions for helping students approach the social, political, and economic dilemmas presented and arrive at conclusions. Related activities are also suggested. The titles of the films are "Song of Molasses," "Cry Riot," "In All Cases Whatsoever," "George Washington: The Making of a Rebel," "Look Back in Sorrow," "Equally Free," "Black Winter," "Mary Kate's War," "Not Worth a Continental." "King's Mountain," "The People vs. Job Shattuck," and "To Form a More Perfect Union."

ENTRY NUMBER: 014

TITLE: *Discovery*

DEVELOPER: John Wesley

PUBLISHER: Interact Company, Box 262, Lakeside, California 92040

PUBLICATION DATE: 1971

GRADE LEVEL: 4-5

COST: $12.00 for teacher's guide (30 pp., paperbound)

SUBJECT AREA: Geography, Sociology, U.S. History

Discovery, an upper elementary simulation, was designed to last approximately 23 hours or about one hour a day for four and one-half weeks. Several of the phases, however, can be shortened or eliminated without affecting the simulation. *Discovery* focuses on early American colonization. The developers state that the simulation "takes the student beyond the traditional textbook approach to exploration and colonization and acquaints him with some of the realities these people had to face." Students are expected to learn about the significance of geography, natural resources, land use, and societal relationships as they move through the various phases of the simulation. The game is designed for ten to 35 players.

ENTRY NUMBER: 015

TITLE: *The Game of Empire*

DEVELOPER: Education Development Center, Cambridge, Massachusetts

PUBLISHER: Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640

PUBLICATION DATE: 1970

GRADE LEVEL: 7-12

COST: $76.00 for total package; includes teacher's guide (16 pp., paperbound), 32 student manuals (34 pp., paperbound), and other materials needed for play

SUBJECT AREA: Economics, U.S. History

The *Game of Empire* was developed as a component of "The Emergence of the American" unit in the course *From Subject to Citizen* (see Entry Number 020). However, the game may be used independently of the course in any junior or senior high school class studying the American Revolution. The game provides insights into the economic conflicts between British mercantilist policies and colonial economic interests that led toward revolution. The game is played by seven teams, six of which play the roles of particular economic interest groups, and the seventh representing the British Navy. The competitive teams engage in trading, with the purpose of gaining products not produced in their own area in exchange for what they have to sell, while the Navy attempts to protect legitimate interests and enforce regulations. The game is designed for 15 to 36 players and takes five to ten class periods, depending on the depth of debriefing needed and desired by teachers and students.

ENTRY NUMBER: 016

TITLE: *Faces of Freedom: Crispus Attucks, Benjamin Banneker, Gabriel Prosser, and James Forten*

AUTHOR: Myron Emanuel

PUBLISHER: Scholastic Book Services, 904 Sylvan Avenue, Englewood, New Jersey 07632

PUBLICATION DATE: 1971

GRADE LEVEL: 5-8

COST: $1.50 for paperbound student text (128 pp.); $3.50 for hardbound text; free teacher's guide (63 pp., paperbound) with order of 20 or more student texts

SUBJECT AREA: Ethnic Studies, U.S. History

Face of Freedom is one of the booklets in the Firebird Library, a series about minority contributions to United States history. *Faces of Freedom* contains brief biographies of four eminent blacks in the early history of the United States. The narrative is brief and easy to read, and illustrations support the text. The material can be used as independent reading or as a supplement to an existing course. The teacher's guide contains a synopsis of the student readings, discussion questions, ideas for student activities, and a bibliography of additional materials for both students and teacher. (See Entry Number 021 for another book in the series.)

ENTRY NUMBER: 017

TITLE: *Family of Early New England*

DEVELOPER: Charles L. Mitsakos, in consultation with Edith West

PUBLISHER: Selective Education Equipment, Inc., 3 Bridge Street, Newton, Massachusetts 02195

PUBLICATION DATE: 1972

GRADE LEVEL: K-3

COST: $258.00 for total package; includes multimedia materials

SUBJECT AREA: Interdisciplinary Social Science, U.S. History

The *Family of Early New England* is a unit of multimedia materials for elementary social studies. It was developed as part of the Family of Man Series under the auspices of Project Social Studies at the University of Minnesota. The unit is designed to teach attitudes and skills as well as generalizations and concepts. The developers state that "children work with data from which they can generalize about changes and cultural continuity in the American family". The package includes artifacts and other objects, study prints, games, sort cards, filmstrips, cassette tapes, children's books, student handouts, and a Teacher's Resource Guide. Inquiry teaching strategies that encourage student self-discovery are the primary teaching procedures. The content is interdisciplinary, with concepts from all of the social sciences.

ENTRY NUMBER: 018

TITLE: *Folk Songs and the American Flag*

PUBLISHER: Schloat Productions, Inc., 150 White Plains Road, Tarrytown, New York 10591

PUBLICATION DATE: None given

GRADE LEVEL: 4-12

COST: $48.00 for total package with cassettes, $42.00 with records; package includes 2 filmstrips, cassettes or records, and program guide (16 pp., paperbound)

SUBJECT AREA: Music, U.S. History

This sound-filmstrip set has two parts. Part I focuses on events leading up to the American Revolution and Part II on the fighting of the Revolution itself. The two parts are subdivided into a total of 12 lessons each. Each lesson centers on six to 16 frames. For each lesson, teaching objectives, follow-up activities, and narration or lyrics keyed to the frame numbers are given in the program guide.

ENTRY NUMBER: 019

TITLE: *Founders and Forefathers: Who Were the People Who Made America?*

AUTHORS: Martin W. Sandler, Edwin C. Rozwenc, and Edward C. Martin

PUBLISHER: Allyn and Bacon, Inc., Rockleigh, New Jersey 07647

PUBLICATION DATE: 1971

GRADE LEVEL: 11

COST: $2.22 for student booklet (94 pp., paperbound); $1.95 for student activity booklet (115 pp., paperbound); $1.95 for teacher's guide (105 pp., paperbound); $14.10 each for 2 sets of duplicating masters

SUBJECT AREA: Ethnic Studies, U.S. History

This booklet is a separately bound version of Unit I from the textbook, *The People Make a Nation*. It emphasizes the variety in ethnic background of the early immigrants to North America. The first chapter, entitled "Those Who Came First," examines three groups--the English colonials, the non-English colonials, and the non-free (slave and indentured) immigrants. Chapter Two, "To the Golden Door," looks at the many subsequent ethnic groups that immigrated to North America; these are taken up before the course moves into examination of the Revolutionary Period in the second unit of the course, which is not available as a separately bound booklet. The student materials for all units in the course draw heavily on original source material, with authors' narratives used to introduce and connect readings. Illustrations are varied, attractive, and abundant. The teacher's guide and student activity booklet listed above under COST are for the entire course, including this unit. They contain instructions and materials for 78 inquiry-oriented exercises. The duplicating master set listed above is for the first half of the course (four units, including this one). This unit could be the basis of four to six weeks of study.

ENTRY NUMBER: 020

TITLE: *From Subject to Citizen*

DEVELOPER: Education Development Center, Cambridge, Massachusetts

PUBLISHER: Denoyer-Geppert Company, 5235 Ravenswood Avenue, Chicago, Illinois 60640

PUBLICATION DATE: 1970

GRADE LEVEL: 8-12

COST: $650.00 for complete set of class materials for 30 students, including all student and teacher materials with introductory booklet; classroom sets of materials for individual units may be purchased separately; $164.00 for *Queen Elizabeth: Conflict and Compromise*; $76.00 for *The King vs. the Commons*; $197.00 for *The Emergence of the American*; $104.00 for *The Making of the American Revolution*; $120.00 for *We the People*

SUBJECT AREA: Interdisciplinary Social Science, U.S. Government, U.S. History

From Subject to Citizen is a one-year course that traces the evolution of the relationship between state and individual from the notion of the individual-as-subject during the reign of Queen Elizabeth to that of the individual-as-citizen in 20th-century United States. Each of the five units focuses on a specific period of Anglo-American history during which political relationships underwent rapid and radical change. An extremely wide variety of media and learning strategies are used; the teacher's guides provide extensive directions for integrating materials and strategies. Two games are included in the materials: *The Game of Empire* (See Entry Number 015), dealing with two conflicting economic interests of the British and the colonials; and *Armada*, based on the attempted invasion of Britain by the Spanish Armada in 1588. These two games as well as the individual units, may be used apart from the other course materials.

ENTRY NUMBER: 021

TITLE: *Give Me Liberty: Black Valor in the Revolutionary War*

AUTHOR: Thomas Fleming

PUBLISHER: Scholastic Book Services, 904 Sylvan Avenue, Englewood, New Jersey 07632

PUBLICATION DATE: 1971

GRADE LEVEL: 5-8

COST: $1.50 for paperbound student text (124 pp.); $3.50 for hardbound text; free teacher's guide (63 pp., paperbound) with order of 20 or more student texts

SUBJECT AREA: Ethnic Studies, U.S. History

Give Me Liberty is one of the booklets in the Firebird Library, a series about minority contributions to United States history. *Give Me Liberty* describes the role of black people in the American Revolution. The narrative is brief and easy to read, and illustrations (maps, reproductions of documents, art works, portraits) support the text. The material can be used as independent reading or as a supplement to an existing course. The teacher's guide includes a synopsis of the student readings, discussion questions, ideas for student activities, and a bibliography of additional materials for both students and teachers. (See Entry Number 016 for another book in the series.)

ENTRY NUMBER: 022

TITLE: *Liberty and Power in the Making of the Constitution*

AUTHORS: Edwin C. Rozwenc and Frederick E. Bauer, Jr.

PUBLISHER: D.C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116

PUBLICATION DATE: 1963

GRADE LEVEL: 10-12

COST: $1.80 for student text (96 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book is one unit of the Basic Concepts in History and the Social Sciences Series. The purpose of the materials is to place students in the historian's role, encouraging them to form their own interpretations of past events. Original source materials related to the concepts of liberty and power are interspersed with author narrative. Selections from both the Federalists and the Anti-federalists are included, as are some 20th-century interpretations of the issues. No teaching guide is provided; this and the other books in the series are intended to be used as supplements to core course materials. (See Entry Number 010 for another book in the series.)

ENTRY NUMBER: 023

TITLE: *Our Colonial Heritage: Plymouth and Jamestown*

AUTHOR: William Gee White

PUBLISHER: Benziger, 100 W. Brown Street, Riverside, New Jersey 08075

PUBLICATION DATE: 1972

GRADE LEVEL: 10-12

COST: $2.97 for student text (239 pp., paperbound); $3.96 for teacher's edition (239 pp., paperbound)

SUBJECT AREA: U.S. History

Our Colonial Heritage, part of the Inquiries into American History Series, may be used as a unit in a larger course, as the core of a mini-course, or as a supplementary reading resource. The material involves high school students in a study of Virginia and Massachusetts during colonial times. Its six chapters are "Jamestown: English Beginnings in North America," "Plymouth: The First Settlement in New England," "Puritans and Yankees in New England," "Williamsburg and the Virginia Frontier," "Planter, Merchant, Frontiersman, Craftsman," and "The Colonial Heritage." Instructional strategies suggested in the teacher's guide include readings, classroom discussions, research, debates, and projects. Lists of resource materials and bibliographies related to each chapter are also included. (See Entry Number 005 for another unit in the series.)

ENTRY NUMBER: 024

TITLE: *Promise of America: The Starting Line*

AUTHORS: Larry Cuban and Philip Roden

PUBLISHER: Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Illinois 60025

PUBLICATION DATE: 1971

GRADE LEVEL: 7-12

COST: $2.19 for student text (176 pp., paperbound); $2.34 for teacher's guide (160 pp., paperbound)

SUBJECT AREA: U.S. History

The Promise of America Series is part of Scott, Foresman's Spectra Program for low-achieving high school students. The materials are based on ideas developed in the Cardoza Project in Urban Teaching in Washington, D. C. They are written at a fifth-to ninth-grade reading level. *The Starting Line* focuses on high interest topics and themes from America's beginnings: exploration, the American colonies, the Revolution, and the writing of the Constitution. The text can be used for a course lasting from two to eight weeks or longer. Lessons are short and the materials contain colorful illustrations and graphics. Questions are designed to appeal to underachievers. The case studies and adapted primary source material raise issues relevant to both the past and the present. Objectives, teaching suggestions, suggested resources, teacher and student bibliographies, and tests are included in the teacher's guide. Films to be used with the Promise of America Series are available; for further information on these, contact the publisher.

ENTRY NUMBER: 025

TITLE: *Radicals vs. Tories*

DEVELOPER: David N. DalPorto

PUBLISHER: History Simulations, P.O. Box 2775, Santa Clara, California 95052

PUBLICATION DATE: 1972

GRADE LEVEL: 7-12

COST: $10.00 for total package; includes teacher's guide (20 pp., paperbound) and student fact sheets

SUBJECT AREA: U.S. Government, U.S. History

Radicals vs. Tories is a "simulation of the struggle between those favoring close ties with Great Britain and those favoring independence during the American Revolution." Students assume the roles of representatives of the original colonies and take one of three positions--Radical, Tory, or Moderate. In accordance with historical estimates, Radicals and Tories each comprise 25 percent of the class and Moderates, 50 percent. The simulation promotes student understanding of the historical situation of the American Revolution and of the interaction among conflicting viewpoints. It is designed for 24 to 100 players and takes four class periods.

ENTRY NUMBER: 026

TITLE: *The Ratification of the Constitution and the Bill of Rights*

AUTHOR: Peter Schrag

PUBLISHER: D.C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116

PUBLICATION DATE: 1964

GRADE LEVEL: 11

COST: $1.74 for student text (114 pp., paperbound); $1.98 for teacher's edition (130 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book of readings is part of the New Dimensions in American History Series, which consists of 20 in-depth studies on significant topics in U.S. history. Each unit in the series presents original source material related to the topic, interspersed with author narrative. The teacher's edition for each unit discusses the purposes and major concepts of the unit and offers teaching suggestions. *The Ratification of the Constitution* examines the differing viewpoints surrounding the construction of the Constitution and Bill of Rights. The unit could be used as a supplementary resource or serve as the core of a two-week study. (See Entry Numbers 008 and 034 for other units in the series.)

ENTRY NUMBER: 027

TITLE: *Reliving the American Revolution*.

PUBLISHER: Civic Education Service, 1725 K Street, N.W., Suite 1009, Washington, D.C. 20006

PUBLICATION DATE: 1974

GRADE LEVEL: 4-12

COST: $71.75 for total package; includes two filmstrips with cassettes, teacher's guide (54 pp., paperbound), 30 copies of readings book (160 pp., paperbound), and four-panel Picto-History time line

SUBJECT AREA: U.S. History

The first of the two filmstrips in this package shows events leading to the Revolution and examines the causes of the Revolution. The second focuses on the War itself. Reproductions of paintings as well as original drawings by staff artists are included; the narration is accompanied by sound effects such as battle noises and music. The teacher's guide contains the complete script and brief activity suggestions. An accompanying paperback book contains readings from original source materials of the period and biographies of significant Revolutionary actors. The four-foot "Picto-History of the American Revolution" can be put on the wall for reference during the study of the unit. Also available from Civic Education Service are a variety of transparencies and maps related to the American Revolution. These were not available for examination at the time this bibliography was written, but a list may be obtained by writing the publisher.

ENTRY NUMBER: 028

TITLE: *Revolutionary America*, Unit 4 of *United States History: From Community to Society*

DEVELOPER: Edith West

PUBLISHER: Project Social Studies, Social Studies Curriculum Center, University of Minnesota, Minneapolis, Minnesota; available only through ERIC

PUBLICATION DATE: 1968

GRADE LEVEL: 6

EDRS PRICE: $0.76 for student materials on microfiche (order ED 068 387), $3.32 for hardcopy; $0.76 for teacher's guide on microfiche (order ED 068 383), $5.70 for hardcopy

SUBJECT AREA: U.S. History

This unit is one of many in K-12 social studies curriculum developed by Project Social Studies at the University of Minnesota. Emphasis is upon examining the causes of the Revolution, the Revolutionary War, and the strategies of the War. The guide suggests various inquiry strategies, as well as course objectives and resources.

ENTRY NUMBER: 029

TITLE: *Revolutionary Times*

PUBLISHER: American Educational Services, 1720 Pontius Avenue, Suite 1776, Los Angeles, California 90025

PUBLICATION DATE: None given

GRADE LEVEL: 6-9

COST: $25.00 for two-year subscription (25 copies of each of 40 issues)

SUBJECT AREA: U.S. History

Each issue of *Revolutionary Times* is a four-page newspaper-style publication that treats community, home, and business life and political and military developments during the Revolutionary Period. The articles are easy to read and written as if the events described were happening today.

ENTRY NUMBER: 030

TITLE: *1787: A Simulation Game*

AUTHORS: Eric Rothschild and Werner Feig

PUBLISHER: Olcott Forward Publishers, Inc., 234 North Central Avenue, Hartsdale, New York 10530

PUBLICATION DATE: 1970

GRADE LEVEL: 8-12

COST: $20.50 for total package; includes teacher's guide (48 pp., paperbound), delegate profile cards, duplicating masters, and handbooks

SUBJECT AREA: U.S. Government, U.S. History

In this simulation students are delegates at a mock Constitutional Convention. The political interests of each delegate reflect the conflicting interests of the delegates involved in the actual writing of the

Constitution. From suggested alternatives, students must come up with and ratify a new constitution. Their document is then compared to the actual Constitution. The game can be completed in three days, but it may take as long as two weeks of class time. A record, delegate profile cards, delegate handbooks, a wall chart, and duplicating masters are provided. The teacher's guide describes the procedures and use of the materials for the game and contains a bibliography. Sixteen roles are included, but more than one student may play a single role.

ENTRY NUMBER: 031

TITLE: *Songs of '76: A Folksinger's History of the Revolution*

AUTHOR: Oscar Brand

PUBLISHER: M.Evans and Company, Inc., 216 East 49th Street, New York, New York 10017

PUBLICATION DATE: 1975

GRADE LEVEL: 10-Adult (1-9)

COST: $4.95 for text (178 pp., paperbound)

SUBJECT AREA: Music, U.S. History

This attractively illustrated book contains the words and guitar accompaniment for over 60 songs. The author, a well-known folksinger, has provided his personal commentary on the events and viewpoints surrounding these songs during the Revolutionary Period. The book can be used by students at the high school level; teachers of lower grades will find it a valuable resource.

ENTRY NUMBER: 032

TITLE: *From the American Revolution Through the Civil War, Volume I of The Spoken Arts Treasury of American Speeches, Ballads & Documents*

PUBLISHER: Spoken Arts, Inc., 310 North Avenue, New Rochelle, New York 10801

PUBLICATION DATE: 1974

GRADE LEVEL: K-Adult

COST: $26.50 for total package; includes set of four 33 1/3 rpm records and teacher's guide (29 pp., paperbound); $6.98 for individual records

SUBJECT AREA: Language Arts, Music, U.S. Government, U.S. History

This set contains a selection of speeches, songs, and documents that reflect the history of the United States from the Revolutionary Period through the Civil War. The documents and speeches recited are by Richard Kiley, Hurd Hatfield, and Roy P. Basler. The ballads are sung by Ed McCurdy. Included in the package are Patrick Henry's speech at the Virginia Convention; "A Junto Song," satirizing the Stamp Act; Thomas Paine's "Thoughts on the Present State of American Affairs"

from *Common Sense*; "In the Days of '76," a song saluting the men who fought at Lexington; the Declaration of Independence; "The Rifleman's Song at Bennington," celebrating the defeat of Burgoyne's detachment at Bennington, Vermont; George Washington's First Inaugural Address; the campaign song, "Jefferson and Liberty"; Thomas Jefferson's Second Inaugural Address; and a number of other selections dealing with Jackson, Lincoln, and the Civil War. The teacher's guide gives brief background information on each of these selections and the words to the songs.

ENTRY NUMBER: 033

TITLE: *Time* Magazine, Special 1776 Issue

PUBLISHER: Time, Inc. (call toll-free 800-621-8200 for information and orders)

PUBLICATION DATE: "July 4, 1776" (May 1975)

GRADE LEVEL: 7-Adult

COST: $1.00 per copy for order of 1-15 copies; school discount available for bulk orders

SUBJECT AREA: Art, Economics, Humanities, Language Arts, Music, Natural Sciences, Sociology, U.S. Government, U.S. History

This special issue of *Time* is constructed as if it had been published in 1776, reporting events and trends of the Revolutionary Period in the regular *Time* format. It begins with the usual "American Notes." Then comes an extensive cover story on "Independence: The Birth of a New America." This is followed by coverage of "recent" developments in "The War," and "The Nation"; sections on "The Economy," "The World," "Art," "Religion," "Environment," "Books," "Theater," "Music," and so forth; and even a "People" and a "Modern Living" section. The issue contains more than the usual number of color illustrations found in *Time*.

ENTRY NUMBER: 034

TITLE: *To Institute a New Government: The Political Aims of the American Revolution*

AUTHOR: John M. Good

PUBLISHER: D. C. Heath and Company, 285 Columbus Avenue, Boston, Massachusetts 02116

PUBLICATION DATE: 1970

GRADE LEVEL: 11

COST: $1.74 for student text (84 pp., paperbound); $1.98 for teacher's edition (98 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book of readings is part of the New Dimensions in American History Series, which consists of 20 in-depth studies on significant topics in U.S. history. Each unit in the series presents original source material related to the topic, interspersed with author narrative. The teacher's

edition for each unit discusses the purposes and major concepts of the unit and offers teaching suggestions. *To Institute a New Government* focuses on what the colonists were trying to accomplish through revolution. It includes a number of brief readings on the grievances of the revolutionaries and their discussions of how to go about setting up a new government. The central concepts of the unit are power, ideology and values, political institutions, and decision making. The unit could be used as a supplementary resource or serve as the core of a two to three week study. (See Entry Numbers 026 and 008 for other units in the series.)

ENTRY NUMBER: 035

TITLE: *The Trial of George Washington - "Treason"*

PUBLISHER: EDU-GAME, Creative Classroom Activities, P.O. Box 1144, Sun Valley, California 91352

PUBLICATION DATE: 1972

GRADE LEVEL: 7-12

COST: $1.50 for master copies of student materials, and teacher's guide (9 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

What if England, and not the colonies, had won the Revolutionary War? This is the hypothetical proposition that gives rise to the treason trial of George Washington, which students role-play in this simulation. The activity involves group work, research, and discussion, culminating in the enactment of the trial. Learning objectives include understanding the concept of revolution, understanding the different meanings of the words treason and allegiance, and developing logical as well as emotional arguments to defend a position. Preparation, play, and debriefing take from four to five class periods.

ENTRY NUMBER: 036

TITLE: *Voices of the American Revolution*

DEVELOPER: Peoples Bicentennial Commission, Washington, D.C.

PUBLISHER: Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019

PUBLICATION DATE: 1974

GRADE LEVEL: 9-Adult

COST: $1.75 for paperbound text (256 pp., paperbound)

SUBJECT AREA: Economics, U.S. Government, U.S. History

The first half of this text contains a narrative description of the American Revolution, the development of the Declaration of Independence, and the impact of the Declaration at home and abroad. The second half contains numerous brief quotations from Revolutionary figures related to several themes: "The People," "The Government," "Economics," "The

Issues of a Democracy," and "Revolutionary Times." Appendices include the Declaration of Independence, short biographies of American revolutionaries, and a selective bibliography. The book is liberally illustrated with reproductions of etchings, documents, and paintings. It could be used as a supplementary reading resource.

ENTRY NUMBER: 037

TITLE: *What Happened on Lexington Green? An Inquiry Into the Nature and Methods of History*

AUTHOR: Peter S. Bennett

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1970

GRADE LEVEL: 9-12

COST: $1.50 for student text (57 pp., paperbound); $0.60 for teacher's guide (10 pp., paperbound)

SUBJECT AREA: U.S. History

This is one of several units in the Units in American History Series, developed under the auspices of the Amherst Project, Committee on the Study of History. The unit uses the historical case of the incident at Lexington on April 19, 1775, to introduce students to three basic questions: What is history? What is reality? and, What do historians do with--or to--history and reality? The first section of the unit presents eyewitness and other contemporary accounts of the incident. The second section looks at historical interpretations and asks if what is written in a textbook is really "history." The third section questions what is a fact and examines the relationship of the historian's "art" or "science" to reality. Student materials consist of readings, mainly drawn from primary source materials and secondary interpretations, with a minimum of author exposition. For each section of the unit, the teacher's guide suggests teaching strategies. The unit takes from two to three weeks of class time. (See Entry Numbers 057 and 064 for other units in this series.)

Materials Related to the Heritage Theme:

Teacher Materials

ENTRY NUMBER: 038

TITLE: *Above Ground Archaeology*

AUTHOR: John L. Cotter

PUBLISHER: American Revolution Bicentennial Administration

DISTRIBUTOR: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Stock No. 2405-00528)

PUBLICATION DATE: None given

GRADE LEVEL: K-Adult

COST: $0.60 for booklet (20 pp., paperbound)

SUBJECT AREA: Anthropology, Local History

This attractive booklet was developed by the Society for American Archaeology, the American Association for Museums, and the American Society for State and Local History. It contains ideas and directions for applying the methods of archaeology to studying family and local history and lists some additional references related to this area, including the names and addresses of all the State Liaison Officers for Historic Preservation.

ENTRY NUMBER: 039

TITLE: "Bicentennial Era: Three Years to Go"

AUTHOR: James F. Parsley and Henry D. Olsen

SOURCE: *Social Studies*, vol. 64, no. 7 (December 1973) pp. 332-339

GRADE LEVEL: 9-12

SUBJECT AREA: U.S. History

A "time capsule" sketching events that occurred during the pre-Revolutionary War Period and a list of leading characters provide the basis for a re-enactment of the events converging on the Revolution. A selected bibliography of books, films, filmstrips, and games and simulations on the Revolution is included.

ENTRY NUMBER: 040

TITLE: *Creating Independence, 1763-1789: A Selected Annotated Bibliography*

AUTHOR: Margaret N. Coughlan

PUBLISHER: Children's Book Section, Library of Congress

DISTRIBUTOR: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Stock Number 3001-0046)

PUBLICATION DATE: 1972

GRADE LEVEL: 8-12

COST: $0.75

EDRS PRICE: $0.76 for microfiche; $4.43 for hardcopy (order ED Number 076 196)

SUBJECT AREA: Humanities, Language Arts, U.S. History

This bibliography has been compiled as a guide for background reading on the Bicentennial. Criteria for selection of entries included factual accuracy, logical organization, and clear, succinct writing. Sixty-nine items are listed, including historical novels. No textbooks are included.

ENTRY NUMBER: 041

TITLE: *The Republican Age, 1760's-1820's*

DEVELOPER: Project Social Studies, University of Minnesota, Minneapolis, Minnesota

PUBLISHER: Unpublished; available only through ERIC

DEVELOPMENT DATE: 1968

GRADE LEVEL: 10

EDRS PRICE: $0.76 for microfiche; $4.43 for hardcopy (Order ED Number 086 593)

SUBJECT AREA: Interdisciplinary Social Science, U.S. Government, U.S. History

This resource unit is the second in a series of six units on continuity and change in American civilization. The unit deals with 18th-century principles and their effects upon Americans. Key attention is given to the political system, development of the executive, and, in particular, political party theory. The relationships of the political system with the economic and social systems are also stressed. The content outline shows how different topics in American history can be used to teach the unit's major generalizations.

ENTRY NUMBER: 042

TITLE: *Social Studies: Forging a Nation*

AUTHOR: Paul Hanson

PUBLISHER: Dade County Public Schools, Miami, Florida; available only through ERIC

PUBLICATION DATE: 1971

GRADE LEVEL: 7-9

EDRS PRICE: $0.76 for microfiche; $1.95 for hardcopy (Order ED Number 061 142)

SUBJECT AREA: U.S. History

Forging a Nation is a curriculum guide for teachers of grades seven through nine who are planning instructional programs in American studies. Primary emphasis is upon using the topic of the American Revolution as

a basis for studying conflict and change. Course content includes outlined units on the colonies, French and English cavalry, change in British colonial policy, reasons for declaring independence, factors that contributed to the winning of the war, and establishing a new nation.

ENTRY NUMBER: 043

TITLE: "Some Patriots Got Their Feet Wet: The Revolution at Sea"

AUTHOR: Ralph Adams Brown

SOURCE: *The Social Studies*, vol. 63, no. 5 (October 1972) pp. 195-98

GRADE LEVEL: K-Adult

SUBJECT AREA: U.S. History

This article suggests sources of information on the Revolutionary War at sea. Since textbooks seldom have much information on the Continental Navy, the author provides a list of reference materials to help teachers and librarians locate the abundant sources on this subject.

ENTRY NUMBER: 044

TITLE: "So What About History and the American Revolution?"

AUTHOR: Edmund S. Morgan

SOURCE: *Social Education*, vol. 38, no. 2 (February 1974) pp. 104-112

GRADE LEVEL: 7-12

SUBJECT AREA: U.S. History

This short introduction to the study of the American Revolution coordinates photographs and pertinent questions to gain a perspective on history as a discipline in general and the history of the Revolution in particular.

ENTRY NUMBER: 045

TITLE: "Teaching about the American Revolution Through Its Folk Songs"

AUTHOR: Lawrence I. Seidman

SOURCE: *Social Education*, vol. 37, no. 7 (November 1973) pp. 652-664

GRADE LEVEL: 4-6

SUBJECT AREA: Music, U.S. History

This article examines the American Revolution through folk songs that Loyalists and Whigs and British and American soldiers sang during the years 1763-1783. An annotated bibliography of books and records on American folksongs is included.

ENTRY NUMBER: 046

TITLE: *Triangle Trade*

DEVELOPERS: Russ Durham and Jack Crawford

PUBLISHER: Simulation Systems Program, United States International University, Instructional Development Division, P.O. Box 1028, Corvallis, Oregon 97330

PUBLICATION DATE: 1969

GRADE LEVEL: 7-12

COST: $15.00 for teacher's guide (25 pp., paperbound)

SUBJECT AREA: Economics, U.S. History

This is a simulation designed to acquaint participants with the economic structure of the New England colonies and the mercantile philosophy of Great Britain during the 17th century. It is designed for use with both junior and senior high school students, primarily in American history classes. *Triangle Trade* stresses cognitive achievement more than many instructional simulations presently on the market. The developers include a list of behavioral objectives together with suggested test items. This is an inexpensive simulation, since the teacher gathers and produces the materials needed according to directions provided in the teacher's guide. The simulation is designed for 15 to 44 players and takes three to four hours for completion.

Materials Related to the Festival Theme:

Student Materials

ENTRY NUMBER: 047

TITLE: *Allegiance in America: An Inquiry into the Implications of Sovereignty and Citizenship*

AUTHOR: Dayle A. Casey

PUBLISHER: Amherst College, Amherst, Massachusetts; available only through ERIC

PUBLICATION DATE: 1969

GRADE LEVEL: 10-12

EDRS PRICE: $0.76 for microfiche; $3.32 for hardcopy (Order ED Number 041 801)

SUBJECT AREA: Ethnic Studies, International Studies, U.S. Government, U.S. History

This unit focuses on the development of national sovereignty in the United States, the nature of American citizenship, the psychological roots of allegiance, and the relationship of all of these to Constitutional change. The student is asked at the outset to explain the meaning of Pledge of Allegiance to the Flag. Successive sections then explore the meaning and complexity of the phrases: "one Nation..., indivisible"--through a study of the gradual supplanting of state by national sovereignty in the ante-bellum period, culminating in the Fourteenth Amendment; and "with liberty and justice for all"--through a study of the application of that amendment from its adoption to the present, with particular reference to its civil rights provisions, and meaning for Black Americans. Finally, the merits of national sovereignty in the 20th century are considered as compared to the merits of states' rights, the nationalism of Black Muslims, and internationalism. In regard to all of these areas, it is important for the student to realize that the questions involving sovereignty change from era to era. The students should discover the causes for this change.

ENTRY NUMBER: 048

TITLE: *The American Flag: The Symbol of Our Nation Throughout Its History*

AUTHOR: Thomas Parrish

PUBLISHER: Simon and Schuster, 1 W. 39th Street, New York, New York 10018

PUBLICATION DATE: 1973

GRADE LEVEL: 6-10

COST: $7.95 for text (101 pp., paperbound)

SUBJECT AREA: U.S. History

The American Flag traces the history of the United States flag with emphasis on what it symbolizes to many citizens. It covers the development of the flag from the time of Columbus to the present. Through

important historical accounts and colorful pictures the story of "Old Glory" is told. As our nation changed and developed, so did the Stars and Stripes. How the flag has rallied the American people to national pride, planting the flag on the moon, the burning of this national symbol by war protesters, using the flag as just another piece of cloth, and proper display methods are all parts of this book by Thomas Parrish. The book can be used as a supplementary resource for students or as background material for teachers.

ENTRY NUMBER: 049

TITLE: *The American Military: Readings in the History of the Military in American Society*

EDITOR: Russell F. Weigle

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1969

GRADE LEVEL: 11-14

COST: $4.00 for text (184 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This book is part of the Themes and Social Forces in American History Series. It contains 22 readings drawn from political-military actors and writers throughout United States' history. The readings are organized into four sections: "Spokesmen for the Military," "Civilians View the Military," "Social Scientists Study the Military," and "The Military in the 1960's." It could be used as a supplementary resource.

ENTRY NUMBER: 050

TITLE: *The Ballad of America: The History of the United States in Song and Story*

AUTHOR: John Anthony Scott

PUBLISHER: Bantam Books, Inc., School and College Division, 666 Fifth Avenue, New York, New York 10019

PUBLICATION DATE: 1966

GRADE LEVEL: 8-12 (3-7)

COST: $1.25 for text (416 pp., paperbound)

SUBJECT AREA: Language Arts, Music, U.S. History

Each period of U.S. history has produced unique folksongs that portray the events and characterize the flavor of the times. Over 200 of these songs have been selected for this volume to relate the history of the U.S. from the Colonial Period, the Revolutionary War, and Western expansion through the Civil War to the rise of industrialism, the Depression, and into the '70s, with the folksongs of Bob Dylan. A running historical commentary fits each song into the framework of events. The book could

be used by junior and senior high school students as enrichment; teachers at lower grades could draw material for lessons from this resource.

ENTRY NUMBER: 051

TITLE: *Bill of Rights Newsletter*

PUBLISHER: Constitutional Rights Foundation, 609 South Grand Avenue, Suite 1012, Los Angeles, California 90017

PUBLICATION DATE: 1967

GRADE LEVEL: 6-12

COST: $3.00 for annual subscription (two issues per year); $7.00 for classroom set of 35 copies of a single issue

SUBJECT AREA: Legal Education, U.S. Government

The *Bill of Rights Newsletter* provides both teacher background and student materials on the legal system of the United States. Each issue contains a variety of articles, frequently centered on a single theme such as "Justice in America: Fact or Fiction?" Ideas for learning activities and topical bibliographies are also included. (See Entry Numbers 070 and 071 for related items.)

ENTRY NUMBER: 052

TITLE: *Common Sense II*

DEVELOPER: Peoples Bicentennial Commission, Washington, D.C.

PUBLISHER: Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019

PUBLICATION DATE: 1975

GRADE LEVEL: 9-Adult

COST: $1.25 for text (128 pp., paperbound)

SUBJECT AREA: Economics, U.S. Government, U.S. History

This paperback volume is a take off on Thomas Paine's *Common Sense*. The authors of *Common Sense II* claim, "This book sounds the alarm against today's tyrants, the giant corporations." Study of this book can be used in conjunction with a study of Paine's *Common Sense*, in order to examine possible parallels between the principles and grievances enunciated by the American Revolutionaries and those enunciated by today's activists.

ENTRY NUMBER: 053

TITLE: *Conflict, Politics, and Freedom*

AUTHORS: Charles N. Quigley and Richard P. Longaker

PUBLISHER: Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173

PUBLICATION DATE: 1968

GRADE LEVEL: 7-12

COST: $1.92 for student text (130 pp., paperbound); $2.34 for teacher's guide (130 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

Conflict, Politics, and Freedom was developed under the auspices of the Civic Education Committee of the University of California, Los Angeles. The theme of the material is political conflict and its management. There are three units. In the first, "Politics in a Constitutional Democracy," students undertake an extensive case study of the imaginary country of Sarnia, which is involved in a transition from an authoritarian political system to the establishment of a constitutional democracy. Though they are not made explicit, there are a number of parallels to the problems faced in the founding of the United States. Part II, "Sources, Functions, and Limits of Conflict," examines a number of specific cases of conflict, from the Declaration of Independence to Vietnam protests. The third part focuses on modern episodes in examining "The Management of Conflict." Each of the three units can be taught in two to six weeks of class time, depending on the needs and desires of students and teacher. The entire book could serve as the basis for a one-semester course; individual units or case studies could be used as supplementary material for other courses. (See Entry Number 069 for other materials developed by the Civic Education Committee.)

ENTRY NUMBER: 054

TITLE: *The Constitution of the United States (Adapted), For Use In EMR Classes*

AUTHOR: Louise A. Miller

PUBLICATION DATE: 1970

GRADE LEVEL: 10-12 (EMR)

EDRS PRICE: $0.76 for microfiche; hardcopy not available (Order Number ED 051 019)

SUBJECT AREA: U.S. Government, U.S. History

This special instructional handbook presents a unit of study on the United States Constitution for educable mentally retarded students at the secondary level. It was developed under the auspices of the St. Louis (Missouri) Public Schools. The adapted material explains the structure of the national government and is designed to promote citizenship and patriotic values. Preliminary information includes a glossary of new words, an historical summary of the writing of the Constitution, and an explanation of how the Constitution is constructed. An interpretation of the Preamble is given and each of the seven Articles is explained. The main emphasis is on the workings of the branches of government. Rewritten information focuses on the first three Articles: (1) Legislative Branch: Congressional membership and procedures; (2) Executive Branch: activities of the president, vice-president, cabinet members, and federal departments;

and (3) Judicial Branch: judges, Supreme Court system, and other federal courts. Also included is a section on amendment procedures. Each of the 25 Constitutional Amendments is presented in rewritten form with additional explanation. The appendix explains how to use a dictionary and lists important new review words for each unit.

ENTRY NUMBER: 055

TITLE: *Fair Trial*

PUBLISHER: Xerox Education Publications, Education Center, Columbus, Ohio 43216

PUBLICATION DATE: 1973

GRADE LEVEL: 9-12

COST: $39.95 for multimedia kit; includes filmstrip, record or cassette, 30 student source books (63 pp., paperbound), duplicating masters, and teacher's guide (23 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

Fair Trial is designed to help students understand the American trial process and its values. The unit examines eight legal concepts in the trial process: the right to counsel; the right to confront accusers; the right to due process of law; the right to every man's evidence; the right to an impartial jury and judge; the right to a public trial; and the right to a speedy trial. Attitude surveys, case studies, and questions for discussion are among the tools provided to illuminate the content. The filmstrip is designed to stimulate student interest and can be used as an introductory activity. The teacher's guide suggests possible sequences that might be used to teach the concepts and provides teacher background information and tests to evaluate student learning. The time required to teach ten units ranges from three to six weeks, depending on the needs and interests of the teacher and students. The kit is one of the three developed by the Fundamental Freedoms Program, which is concerned with rights guaranteed by the U.S. Constitution. (See Entry Numbers 056 and 065 for other kits in the program.)

ENTRY NUMBER: 056

TITLE: *Free Speech and Press*

PUBLISHER: Xerox Education Publications, Education Center, Columbus, Ohio 43216

PUBLICATION DATE: 1974

GRADE LEVEL: 9-12

COST: $39.95 for multimedia kit; includes filmstrip, record or cassette, 30 student source books (63 pp., paperbound), duplicating masters, and teacher's guide (23 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

Free Speech and Press is devoted to examination of the principles of free expression set forth in the First Amendment to the Constitution. Eight basic concepts provide the framework for the unit: the function of free speech, prior restraint (censorship), picketing and protest, contempt of court, access to the news, access to the media, obscenity, and libel and privacy. Attitude surveys, case studies, and questions for discussion are among the tools provided to illuminate the content. The filmstrip is designed to stimulate student interest and can be used as an introductory activity. The teacher's guide suggests possible sequences that might be used to teach the concepts and provides background information and tests to evaluate student learning. The time required to teach the unit ranges from three to six weeks, depending on the needs and interests of the teacher and students. The kit is one of the three developed by the Fundamental Freedoms Program, which is concerned with rights guaranteed by the U.S. Constitution. (See Entry Numbers 055 and 065 for other kits in the program.)

ENTRY NUMBER: 057

TITLE: *God and Government: The Uneasy Separation of Church and State*

AUTHOR: Allen Guttmann

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California

PUBLICATION DATE: 1972

GRADE LEVEL: 9-12

COST: $1.50 for student text (49 pp., paperbound); $0.60 for teacher's guide (13 pp., paperbound)

SUBJECT AREA: Legal Education, Religious Studies, U.S. Government, U.S. History

This is one of several units in the Units in American History Series, developed under the auspices of the Amherst Project, Committee on the Study of History. The unit begins with a case study on the contemporary issue of prayer in the public schools, then examines the relationship between church and state in the U.S. Constitution. The third section focuses on "the Catholic Dilemma"; and the fourth on the issue of state and federal aid to parochial schools. Student materials consist of readings, mainly drawn from primary source materials and some secondary interpretations, with a minimum of author exposition. It is the intent of the authors that students practice important skills while reflecting on the complex viewpoints presented and that they relate the church-state issue to their own lives. For each section of the unit, the teacher's guide suggests teaching strategies. The unit takes from two to three weeks of class time. (See Entry Numbers 064 and 037 for other units in the series.)

ENTRY NUMBER: 058

TITLE: *Great Cases of the Supreme Court*

DEVELOPER: Law in American Society Foundation, Chicago, Illinois

PUBLISHER: Houghton-Mifflin Company, 1900 S. Batavia, Geneva, Illinois 60134

PUBLICATION DATE: 1970

GRADE LEVEL: 7-8

COST: $3.17 for student text (132 pp., paperbound); $0.61 for Decisions Supplement (12 pp., paperbound); $2.30 for teacher's guide (62 pp., paperbound), free with sizable order

SUBJECT AREA: Legal Education, U.S. Government

This is one of the three sets of materials in the Trailmarks of Liberty Series. The series deals with the evolution of American law and the development of our value system. *Great Cases* examines a wide range of court cases that have tested and defined the guarantees set down in the Constitution. It employs the casebook format and covers from colonial times to the present. The teacher's guide suggests a variety of teaching tools, including class discussions, mock trials, dramatizations, group projects, opinion surveys, and review questions. The guide contains bibliographic and audio-visual resource lists. (See Entry Numbers 060 and 067 for the elementary and senior high units in the series.)

ENTRY NUMBER: 059

TITLE: *Happy Birthday to U.S.: Activities for the Bicentennial*

AUTHORS: Murray Suid and Roberta Suid

PUBLISHER: Addison-Wesley Publishing Company, Inc., 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1975

GRADE LEVEL: 4-12

COST: $2.98 for student workbook (112 pp., paperbound)

SUBJECT AREA: Humanities, Local History, Natural Sciences, U.S. Government, U.S. History

Happy Birthday to U.S. contains 101 suggestions for activities, accompanied by photographs and other illustrations. The activities are designed to stimulate exploration of the United States' past in all facets of life and help students develop a greater understanding of the present state of the nation. A number of the suggested activities entail participation in the local community. The first of the nine chapters presents ideas for exploring the history of one's self, town, and nation. One activity suggests writing a summary, based on research, of "what was happening the week you were born." Other chapters focus on "The Land," "Values," "People," "Culture," "Work," "Technology," and "Action." The last chapter suggests resources and gives other helpful hints on carrying out the projects described in the book. The amount

of time required for each activity varies; some can be completed within one class period, while others require longer times and even out-of-class work. The grade-level appropriateness of activities also varies, covering the range from elementary through secondary.

ENTRY NUMBER: 060

TITLE: *Law in a New Land*

DEVELOPER: Law in American Society Foundation, Chicago, Illinois

PUBLISHER: Houghton-Mifflin Company, 1900 S. Batavia, Geneva, Illinois 60134

PUBLICATION DATE: 1972

GRADE LEVEL: 4-5

COST: $2.85 for student text (128 pp., paperbound); $2.40 for teacher's guide (84 pp., paperbound), free with sizable order

SUBJECT AREA: Legal Education, U.S. Government

This is one of the three sets of materials in the Trailmarks of Liberty Series. The series deals with the evolution of American law and the development of our value system. *Law in a New Land* focuses on slavery, law in the West, law in the colonies, and the judicial process. The teacher's guide suggests a variety of teaching tools, including class discussions, mock trials, dramatizations, group projects, opinion surveys, and review questions. Court decisions are used as supplementary rather than core student materials and are provided separately in the Decisions Supplement. The teacher's guide contains bibliographic and audio-visual resource lists. (See Entry Numbers 058 and 067 for the junior and senior high units in the series.)

ENTRY NUMBER: 061

TITLE: *Origins of American Values: The Puritan Ethic to the Jesus Freaks*

PUBLISHER: The Center for Humanities, Inc., Two Holland Avenue, White Plains, New York 10603

PUBLICATION DATE: 1973

GRADE LEVEL: 9-Adult

COST: $104.50 for audio-visual kit; includes 160 color slides, two cassette tapes, two 33-1/3 rpm records, and teacher's guide (49 pp., paperbound)

SUBJECT AREA: Art, Humanities, Philosophy, Religious Studies, U.S. History, Values Education

This is a two part sound-slide program that examines value systems to help students understand the ethical structure of the United States. Tracing the origins of political and social ideals, the program offers a perspective on American society from which values can be clarified and attitudes formed. These materials are part of a unit of study (Unit V:

Man and His Values) in the Humanities Curriculum Units Series, which seeks to explore the concepts that have guided America's development and that are responsible for today's "great revolution in values." Focusing on the value systems of, among others, the Puritans, the Transcendentalists, the Utopians, and the Revolutionaries, the slides touch on many aspects of American culture including war, materialism, and spirituality. The teacher's guide contains a program outline, a bibliography, a glossary, and section on inquiry questions and discussion topics.

ENTRY NUMBER: 062

TITLE: *The President as Commander in Chief*

AUTHOR: Warren W. Hassler, Jr.

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1971

GRADE LEVEL: 10-12

COST: $2.25 for text (168 pp., paperbound)

SUBJECT AREA: U.S. Government, U.S. History

This paperback is a supplementary reading book in the Specialized Studies in American History Series. It was designed to accompany *The American Experience*, an American history textbook by Robert F. Madgic, Stanley S. Seaberg, Fred Stopsky, and Robin Winks. It can be used separately as a supplementary resource. There are eight chapters, covering the development of the role of commander-in-chief from George Washington to the president's current global responsibilities. Primary-source readings are not included.

ENTRY NUMBER: 063

TITLE: *Religious Issues in American Culture*

DEVELOPERS: Robert A. Spivery, Edwin S. Gaustad, Rodney F. Allen, and Lawrence R. Hepburn

PUBLISHER: Addison-Wesley Publishing Company, Inc., 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1972

GRADE LEVEL: 9-12

COST: $2.82 for student text (171 pp., paperbound); $2.31 for teacher's guide (134 pp., paperbound)

SUBJECT AREA: Humanities, Philosophy, Religious Studies, U.S. Government, U.S. History

Religious Issues in American Culture was developed under the auspices of the Religion-Social Studies Curriculum Project at Florida State University. It is organized into ten study units. Although all units might be of interest for Bicentennial studies, of particular interest are Study 1, "Why Go to the New World?"; Study 2, "Conformity or Diversity?"; Study 3, "The American Revolution: A Religious War?"; and Study 4, "Subsidy or Separation?" The teaching time for each unit may take from one to two weeks, depending on the interest of the students and the purpose the unit serves in relation to other material being covered by the class. The materials are most appropriate for secondary students of at least average reading ability. The student text includes two to four reading selections taken from primary sources. The main learning modes are analysis of the readings, class discussion, and independent student research. The teacher's guide contains thorough explanations of objectives, rationale, and suggested learning activities, and includes lists of additional classroom resources and background materials.

ENTRY NUMBER: 064

TITLE: *The Rights of Americans: The Changing Balance of Liberty, Law, and Order*

AUTHOR: Dayle A. Casey

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1972

GRADE LEVEL: 9-12

COST: $1.50 for student text (63 pp., paperbound); $0.60 for teacher's guide (20 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government, U.S. History

This is one of several units in the Units in American History Series, developed under the auspices of the Amherst Project, Committee on the Study of History. The unit focuses on the notion of fair trial and the changing meaning of "right to counsel." The *Gideon* case, introduced in the first section of the unit, is the focal point of the study. The second section examines "the question of legal rights, with particular reference to the meaning of the concept as it came into the American tradition." The third section explores the principle of right to counsel as embodied in the Bill of Rights. The next two sections study the changes in the principle since the writing of the Constitution; and the final section returns to explicit focus on the *Gideon* case and subsequent court decisions in the *Escobedo* and *Miranda* cases. Student materials consist of readings, mainly drawn from primary source materials and some secondary interpretations, with a minimum of author exposition. (See Entry Numbers 057 and 037 for other units in the series.)

ENTRY NUMBER: 065

TITLE: *Search and Seizure*

PUBLISHER: Xerox Education Publications, Education Center, Columbus, Ohio 43216

PUBLICATION DATE: 1973

GRADE LEVEL: 9-12

COST: $39.95 for multimedia kit; includes filmstrip, record or cassettes, 30 student source books (63 pp., paperbound), duplicating masters, and teacher's guide (23 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

Search and Seizure was developed to give students a better understanding of the principles of personal security and privacy as set forth in the Fourth Amendment. The unit examines eight basic concepts related to search and seizure questions: the search warrant and its purposes and use; "probable cause for search"; "reasonable" (or "unreasonable") search; the exclusionary rule; police necessity; public health and safety; electronic surveillance; and total surveillance. Attitude surveys, case studies, and questions for discussion are among the tools provided to illuminate the content. The filmstrip is designed to stimulate student interest and can be used as an introductory activity. The teacher's guide suggests possible sequences that might be used to teach the concepts and provides background information and tests to evaluate student learning. The time required to teach the unit ranges from three to six weeks, depending on the needs and interests of the teacher and students. The kit is one of the three developed by the Fundamental Freedoms Program, which is concerned with rights guaranteed by the U.S. Constitution. (See Entry Numbers 055 and 056 for other kits in the program.)

ENTRY NUMBER: 066

TITLE: *The United States Constitution in Perspective*

AUTHOR: Claude L. Heathcock

PUBLISHER: Allyn and Bacon, Inc., Rockleigh, New Jersey 07547

PUBLICATION DATE: 1972

GRADE LEVEL: 9-12

COST: $3.30 for text (322 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

This book is part of the Studies in Political Science Series and is designed for average and above-average students in grades nine through 12. The major objective of the text is to provide content which will help students achieve a thorough understanding of the Constitution and an appreciation of the U.S. System of government. There is ample material to form the basis of a one-semester course, or parts can be used to enrich other programs. There is no teacher's guide, although there are carefully designed illustrations in the student text that provide

graphic summaries of complex governmental relationships. There is also a detailed annotation of the Constitution and its Amendments. Part I traces the events leading to the drafting of the Constitution, with emphasis on an analysis of the philosophy underlying the document. Part II is biographic and contains sketches of the signers. It also deals with the conflicts which arose during the ratification process. Part III presents a carefully annotated study of the Constitution itself, emphasizing present-day applications of the various clauses. The final section of the text traces the development of the Constitution through judicial interpretation.

ENTRY NUMBER: 067

TITLE: *Vital Issues of the Constitution*

DEVELOPER: Law in American Society Foundation, Chicago, Illinois

PUBLISHER: Houghton-Mifflin Company, 1900 S. Batavia Avenue, Geneva, Illinois 60134

PUBLICATION DATE: 1971

GRADE LEVEL: 11-12

COST: $3.33 for student text (192 pp., paperbound); $1.06 for Decisions Supplement (75 pp., paperbound); $2.40 for teacher's guide (96 pp., paperbound), free with sizable order

SUBJECT AREA: Legal Education, U.S. Government

This is one of the three sets of materials in the Trailmarks of Liberty Series. The series deals with the evolution of American law and the development of our value system. *Vital Issues* takes the form of a casebook, bridging the time span from the colonial period to the present. It covers such issues as freedom of expression (both religious and political), slavery, suffrage, civil rights, and equality and equal opportunity under the law. The teacher's guide suggests a variety of teaching tools, including class discussions, mock trials, dramatizations, group projects, opinion surveys, and review questions. The guide contains bibliographic and audio-visual resource lists. This book will soon be available in a new edition. (See Entry Numbers 058 and 060 for the elementary and senior high units in the series.)

ENTRY NUMBER: 068

TITLE: *The Woman in American History*

AUTHOR: Gerda Lerner

PUBLISHER: Addison-Wesley Publishing Company, 2725 Sand Hill Road, Menlo Park, California 94025

PUBLICATION DATE: 1971

GRADE LEVEL: 10-12

COST: $2.40 for text (207 pp., paperbound)

SUBJECT AREA: U.S. History, Women Studies

This paperback is a supplementary reading book in the Specialized Studies in American History Series. It was designed to accompany *The American Experience*, an American history textbook by Robert F. Madgic, Stanley S. Seaberg, Fred Stopsky, and Robin Winks. It can be used separately as a supplementary resource with other course materials. There are 14 chapters covering the role of women from the Colonial Period to present. Primary-source readings are not included.

ENTRY NUMBER: 069

TITLE: *Your Rights and Responsibilities as an American Citizen: A Civics Casebook*

AUTHOR: Charles N. Quigley

PUBLSHER: Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173

PUBLICATION DATE: 1967

GRADE LEVEL: 5-9

COST: $1.92 for student text (130 pp., paperbound); $2.34 for teacher's guide (130 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

Your Rights and Responsibilities was developed under the auspices of the Civic Education Committee of the University of California, Los Angeles. It was developed to provide a vehicle for thoughtful analysis and discussion of conflicting viewpoints related to the individual rights granted under the Constitution. The case study method is used in order to give students the opportunity to deal with specific conflict situations that have been significant in the development of Constitutional rights. The student text contains case studies on the topics of "Liberty Under Law," "Freedom of Expression," "Freedom of Religion," "Equal Protection of the Law," and "Due Process of Law." Some cases are fictional, often drawn from literature; others are historical. The historical cases cover the full span of U.S. history, from the Salem witchcraft trials through the early sixties. Each of the five units takes from four to eight weeks of class time, depending on the needs and desires of students and teacher. Individual units may be used separately to supplement other course material, or the entire book could serve as the basis for a semester's course. (See Entry Number 053 for other materials developed by the Civic Education Committee.)

ENTRY NUMBER: 070

TITLE: *The Bill of Rights: A Handbook*

AUTHOR: DeAnne Sobul

PUBLISHER: Benziger, 100 W. Brown Street, Riverside, New Jersey 08075

PUBLICATION DATE: 1969

GRADE LEVEL: 6-12

COST: $3.00 for handbook (265 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

This handbook was developed under the auspices of the Constitutional Rights Foundation of Los Angeles, California. It is intended to help teachers do a better job of making students aware of their rights and responsibilities under the U.S. Constitution. The book is divided into four parts. The first presents evidence that junior and senior high school instruction has not developed appreciation of the meaning and significance of Constitutional guarantees and suggests reasons for this failure. The second part proposes ways of solving this problem in general terms and the third offers specific learning activities. The fourth part lists various resources for teaching about the Bill of Rights, including background reading materials, audio-visual aids, a table of cases, and an "expanded Bill of Rights." (See Entry Numbers 071 and 051 for related items.)

Materials Related to the Festival Theme:

Teacher Materials

ENTRY NUMBER: 071

TITLE: *The Bill of Rights: A Source Book*

AUTHORS: William Cohen, Murray Schwartz, and DeAnne Sobul

PUBLISHER: Benziger, 100 W. Brown Street, Riverside, New Jersey 08075

PUBLICATION DATE: 1968

GRADE LEVEL: 6-12

COST: $3.00 for text (363 pp., paperbound)

SUBJECT AREA: Legal Education, U.S. Government

This volume was developed under the auspices of the Constitutional Rights Foundation of Los Angeles, California. It contains source materials related to the historical development of Constitutional rights and issues as well as current problems created by the application of Constitutional guarantees. It is intended to provide background information for teachers to use in developing learning activities. A companion volume, The Bill of Rights: A *Handbook* (see Entry Number 070) suggests teaching strategies that can draw on these materials. By the time this bibliography is published, the Source Book will be undergoing revision. The new Source Book will be available within the next year at a new price. You should check with the publisher before ordering. (See Entry Number 051 for related materials.)

ENTRY NUMBER: 072

TITLE: "Create a Classroom Revolution"

AUTHOR: Jonnie L. Cowan

SOURCE: *Teacher*, vol. 91, no. 3 (November 1973) pp. 52-56

GRADE LEVEL: 1-6

SUBJECT AREA: U.S. Government, U.S. History

This article describes a social studies unit developed by the author, a teacher, on the Revolutionary War. In a simulated situation, pupils react to unreasonable governmental demands given by the teacher. The unit allows the pupil to relate issues from the American Revolution to situations they face everyday.

ENTRY NUMBER: 073

TITLE: "Has the Discovery of America Been Useful or Hurtful to Mankind? Yesterday's Questions and Today's Students"

AUTHOR: Gerald A. Danzer

SOURCE: *History Teacher*, vol. 7, no. 2 (February 1974) pp. 192-206

GRADE LEVEL: 9-12

SUBJECT AREA: Humanities, Language Arts, U.S. History

In 1780 a prize was established in France for the best answer to the question, "Was the discovery of America a blessing or curse to mankind?" This question and its only response from an American provide the basis of the high school history class unit described in this article.

ENTRY NUMBER: 074

TITLE: *Spanish/Mexican Influence in U.S. History*

PUBLISHER: Las Cruces School District No. 2, Office of Secondary Curriculum, 301 West Amador Avenue, Las Cruces, New Mexico 88001

PUBLICATION DATE: None given

GRADE LEVEL: 8-12

COST: $6.00 for curriculum guide (284 pp., paperbound)

SUBJECT AREA: Ethnic Studies, U.S. History

This curriculum guide covers the full range of Spanish-American history. Of particular interest for Bicentennial studies are the two sections in which it makes explicit connections between the colonial life and independence struggles of Spanish-Americans and Anglo-Americans. The guide is organized in columnar form: on each page, the first column gives "Concepts to be Developed"; the second, "Content Outline"; the third gives brief suggestions for learning activities; the fourth lists background and teaching resources; and the fifth makes suggestions for evaluation. The content outline is the best developed of the five components and the activities suggestions are sometimes few and far between. Nevertheless, the guide represents a yeoman effort by its developers and is one of the few materials that directly links Spanish-American development with the focal theme of the Bicentennial, the Revolution.

ENTRY NUMBER: 075

TITLE: "Starting Points: Bicentennial"

SOURCE: *Learning, The Magazine for Creative Teachers* (regular column appearing in each issue beginning December 1974)

GRADE LEVEL: K-8

COST: $10.00 for annual subscription (9 issues)

SUBJECT AREA: Potentially all--not specified as yet

"Starting Points" is a regular column which first appeared in the December 1974 issue of *Learning*. For eighteen months the series will describe interdisciplinary classroom activities focusing on the Bicentennial. Teachers are given a brief background on the subject and then provided specific activities and suggestions for classroom use. A pull-out study print accompanies each feature and is used to expand the various lessons. Beginning January, 1976, "Starting Points" will concentrate on topics that will be developed to show contemporary as well as Bicentennial relevance.

ENTRY NUMBER: 076

TITLE: "Teaching About the American Revolution"

EDITOR: Nona P. Lyons

SOURCE: *Social Education*, vol. 38, no. 2 (February 1974) entire issue

GRADE LEVEL: 5-12

SUBJECT AREA: U.S. History, Values Education

This special issue of *Social Education*, the journal of the National Council for the Social Studies, was put together by the staff of the Social Studies Program of Education Development Center (EDC) in Cambridge, Massachusetts. The selections included in the issue make detailed suggestions for learning activities related to the Bicentennial. The activities focus on individual Americans and American communities, contrasting the past with the present in order to understand continuities and discontinuities. Special emphasis is given to values, choices, and decision making. There are three activity sections: "Exploring American Communities Past and Present: Two Colonial Communities Just Prior to the American Revolution"; "Dealing with Conflict--The Element of Personal Choice: Personal Choice in the American Revolution"; and "Examining American Values: Value Choices Since Revolutionary Times." The first section contains a card-sort exercise dealing with two pre-Revolutionary communities; a brainstorming exercise to kick off exploration of one's own community; and suggestions of specific ways to begin investigating one's own community. The second section contains a biographical study of four people confronted with choices and a negotiation exercise focuses on the tea episode in Boston. The third section contains values clarification and biographical exercises. Each of the activities has both teacher guidelines and student materials that can easily be reproduced from the pages of the magazine. Each of these three sections is introduced by an interview, the first with Irven DeVore, an anthropologist; the second with Roger Fisher, a lawyer; and the third with Erik Erikson and Urie Bronfenbrenner, psychologists. A fourth section of the issue makes specific suggestions for evaluation strategies related to teaching about the American Revolution.

Reprints of these materials, in a format appropriate for classroom use, are available from Education Development Center/Social Studies Program, 15 Mifflin Place, Cambridge, Massachusetts 02138. The student materials for each activity have been bound into separate booklets. The teacher materials (including the evaluation strategies) have also been bound in a booklet, and some new material has been added. Individual copies as well as course sets may be ordered. For complete price and ordering information, write to EDC.

ENTRY NUMBER: 077

TITLE: *Courses by Newspaper*: "America and the Future of Man" (1973-74)

PUBLISHER: Publisher's Inc., 415 North Highway 101, Solana Beach, California 92075

PUBLICATION DATE: 1973-74

GRADE LEVEL: 12-Adult

COST: $12.25 for total package; includes "lectures," a reader, a study guide, and tests

SUBJECT AREA: Future Studies, Interdisciplinary Natural and Social Science

Courses by Newspaper is a national program developed initially to offer college-level instruction through newspapers throughout the country. It began in September 1973 with this course, which Publisher's Inc. is continuing to make available in a four-piece package containing a booklet of the "lectures" (the original articles to appear in the newspapers), a book of supplementary readings, a study guide, and a folder of tests. The lectures booklet and reader contain articles by well-known social and natural scientists, such as Daniel Bell, John Platt, Garrett Hardin, and Kenneth Boulding. These articles are related to the 11 unit topics: "Introduction: The Course of America, Past and Future," "The Past is Prelude: The American Experience and Its Relevance to Today's World," "Reading the Signs and Portents," "People of Plenty? The Limits of Abundance," "The Good Life: What Is It? How Is It Being Achieved?" "The Challenge of Change," "The Rule and the Role of Law," "Was Malthus Right?", "Science: Hero, Villian or Scapegoat?", "The Future of Man, the Organism: The New Biology," and "Conclusion." The course currently in progress for 1974-75 is entitled "In Search of THE AMERICAN DREAM." The "lectures" are appearing in serial in many major newspapers around the country; its reader and study guide can be obtained for $4.50 and $2.50 respectively from In Search of the American Dream, P.O. Box 999, Bergenfield, New Jersey 07621. It is planned that next year's course (1975-76) will follow the topical outline suggested by the American Issues Forum (see Entry Number 090). For further information on *Courses by Newspaper*, contact Caleb A. Lewis, University Extension, University of California, San Diego, P.O. Box 109, La Jolla, California 92037 (phone: 714/452-3405).

Materials Related to the Horizons Theme:

Student Materials

ENTRY NUMBER: 078

TITLE: *Disunia: A Simulation of the 21st Century Paralleling the Problems of Sovereignty in 1781-1789*

DEVELOPERS: David Yount and Paul Dekock

PUBLISHER: Interact Company, Box 262, Lakeside, California 92040

PUBLICATION DATE: 1968

GRADE LEVEL: 10-Adult

COST: $12.00 for total package; includes teacher's guide (28 pp., paperbound), duplicating masters for reproducing players' materials, and one student manual (4 pp., paperbound)

SUBJECT AREA: Future Studies, U.S. Government, U.S. History

This simulation/game is designed for play by 20 to 35 persons over 15 one-hour class periods. The players find themselves in the year 2087 on a new planet facing the same problems the American colonists faced in establishing sovereignty in the years 1781-1789. The play leads up to a constitutional convention, and, if the convention is successful, the players produce a constitution based on that of 1787. In addition to role-playing, there are "Basic" and "Depth" assignments that requir players to exercise their research skills.

Materials Related to the Horizons Theme:

Teacher Materials

ENTRY NUMBER: 079

TITLE: *HORIZONS '76 IS...People Doing.....People Moving Toward a Better Life.....PEOPLE MEETING THE CHALLENGE OF THE THIRD CENTURY*

PUBLISHER: American Revolution Bicentennial Administration, 2401 E Street, N.W., Washington, D.C. 20276

PUBLICATION DATE: None given

GRADE LEVEL: K-Adult

COST: Free

SUBJECT AREA: Environmental Education, Interdisciplinary Social and Natural Science, Values Education

This mimeographed paper lists the objectives of the Horizons component of the American Revolution Bicentennial Administration's (ARBA) efforts, describes a number of projects endorsed by ARBA, and suggests a variety of projects that could be carried out by adults and/or young people in their communities. The Horizons theme is, of course, directed toward consideration of the future of the United States. The introduction to this paper states that "HORIZONS '76 provides the opportunity for Americans to take stock of ourselves and our communities, to seek and determine ways in which our endeavors for the Bicentennial will influence and improve the quality of life, and to direct our energies and our intellects toward the attainment of goals for the Third Century." Ten categories of objectives are enumerated: citizenship, community development, communications, transportation, health, learning, leisure, the environment, economy, and human values and understanding. Short sketches for activities in each category are included.

General Materials:

Student Materials

ENTRY NUMBER: 080

TITLE: *America's Birthday: A Planning and Activity Guide for Citizens' Participation During the Bicentennial Years*

DEVELOPER: Peoples Bicentennial Commission

PUBLISHER: Simon and Schuster, 630 Fifth Avenue, New York, New York 10020

PUBLICATION DATE: 1974

GRADE LEVEL: 7-Adult

COST: ($3.95 for paperbound text (192 pp.); $8.95 for hardbound (192 pp.); discounts available on bulk orders from schools and libraries

SUBJECT AREA: Economics, Environmental Education, Humanities, Interdisciplinary Social Science, U.S. Government, U.S. History

This nicely illustrated guide suggests a large number of activities that might be undertaken by community groups, churches, students, and teachers wishing to make the United States' 200th birthday "more than just a celebration of consumerism and self-congratulation." The Peoples Bicentennial Commission (PBC) seeks to stimulate a "continuing revolutionary tradition" by encouraging citizens to reexamine and reapply the founders' first principles in present, living experience. Suggested activities range from setting up a commission in one's community or school, to student examination of the biases of approved district textbooks, to doing and applying community research related to particular Bicentennial themes.

ENTRY NUMBER: 081

TITLE: *Common Sense*

PUBLISHER: Peoples Bicentennial Commission, Washington, D.C. 20036

PUBLICATION DATE: 1972

GRADE LEVEL: 9-Adult

COST: $10.00 for annual subscription (6 issues)

SUBJECT AREA: Economics, Humanities, U.S. Government, U.S. History

Common Sense is the bimonthly news magazine of the Peoples Bicentennial Commission (PBC). It is two color, printed on tabloid-size newsprint. Each issue is unique. Some contain background articles on historical topics related to the Bicentennial; some contain "practical experiments" (research and action activities) that can be done by teenagers and/or adults in their communities and schools; and some contain news of current Bicentennial-related activities. The pages of the magazine are liberally illustrated with photographs, reproductions of documents and etchings, and examples of petition forms and other materials for use with the "practical experiments."

ENTRY NUMBER: 082

TITLE: *Peoples Bicentennial Kit*

PUBLISHER: Peoples Bicentennial Commission, Washington, D.C. 20036

PUBLICATION DATE: None given

GRADE LEVEL: 7-Adult

COST: $10.00 for total package; includes buttons, reading booklets, and news magazines

SUBJECT AREA: Humanities, Economics, U.S. Government, U.S. History

This packet from the Peoples Bicentennial Commission (PBC) contains a variety of materials, including a "Don't Tread on Me" button; a little booklet entitled *First Principles: The Platform of '76* (a description of the positions of PBC on today's issues, phrased in quotations from the founding fathers and mothers); *The Patriot's Handbook: A Syllabus & Study Guide to the American Revolution*; several issues of *Common Sense*, PBC's news magazine; several special-focus "pamphlets"; a poster; and some descriptions of other materials available through PBC. The special-focus pamphlets are printed on tabloid-size newsprint and they contain background information and activity ideas for community and school groups. Their titles are *The Tree of Liberty: The Revolutionary Tradition in America Today; We Hold These Truths: The Declaration of Independence As a Living Document; Community Programs for a Peoples Bicentennial; The Light in the Steeple: Religion & The American Revolution* (published jointly with the Ecumenical Task Force on the Religious Observance of the Nation's Bicentennial of the National Council of Churches); and *Student and Teacher Programs for a Peoples Bicentennial*.

ENTRY NUMBER: 083

TITLE: *This Land Is Our Land: The American Dream*

PUBLISHER: Scholastic Book Services, 908 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

PUBLICATION DATE: 1974

GRADE LEVEL: 7-12

COST: $1.85 for student text (160 pp., paperbound); $4.00 for teacher's guide (71 pp., paperbound); $0.30 for student logbook; $4.75 for 8 posters; $17.00 for filmstrip (with record)

SUBJECT AREA: Ethnic Studies, U.S. History

This Land Is Our Land: The American Dream is part of a multi-unit series for junior high students and slow learners at the high school level. It is written at a fourth to sixth grade reading level. It can provide the basis for six to ten weeks of study. The unit looks at the "new nation," its beginnings, the American dream, and the future. The primary component of the unit is an anthology of readings, poems, articles, plays, pictures, and stories, to which students react by expressing their thoughts and feelings in a logbook, in class discussion, and/or in a

simulation exercise. The unit is designed to involve students in a personal and informative experience that will be highly motivating. The unit can be integrated into the existing curriculum or used as an independent mini-course.

General Materials:

Teacher Materials

ENTRY NUMBER: 084

TITLE: "The Bicentennial: Simulation Games are Appropriate Vehicles for Reflective Time-Travel"

AUTHORS: Kent Layden and Paul A. Twelker

SOURCE: *Simulation/Gaming/News*, no. 14 (November 1974) pp. 19-21

GRADE LEVEL: K-12

COST: $1.00 per issue

SUBJECT AREA: All Social Studies

Layden and Twelker raise some key questions to be used as new ways to analyze changes in the U.S. They then suggest appropriate uses for games and simulations to students involved in answering these questions and list 20 games/simulations related to the Heritage theme, 36 games/simulations related to the Festival theme, and six games/simulations related to the Horizons theme.

ENTRY NUMBER: 085

TITLE: *Bicentennial Source Books*

PUBLISHER: Carroll County Board of Education, Westminster, Maryland 21157 (contact Donald P. Vetter, Supervisor of Social Studies)

PUBLICATION DATE: 1974

GRADE LEVEL: *Bicentennial Source Book*, Level I--K-2; Level II--3-5; Level III--6-8; Level IV--9-12

COST: $50.00 for set of four books; $10.00 for Level I; $15.00 each for Levels II, III, and IV

EDRS PRICE: $0.76 for microfiche; hardcopy not available (order Numbers: Level I--SO 008 316, Level II--SO 008 317, Level III--SO 008 318, Level IV--SO 008 319

SUBJECT AREA: All Curriculum Areas

Each of these source books describes 75 to 100 learning activities related to the three Bicentennial themes, Heritage, Festival, and Horizons. The activities are classified according to subject area; and several school- and district-wide activities encompassing all or several subject areas (such as "Bicentennial Festival Days" and fieldtrips to nearby historical sites) are also described. A variety of activities are suggested, including library research projects, sociodramas, crafts, and debates. The description of each activity includes its objectives, background information for the teacher, materials and resources needed, and procedures. Each book contains a chronology of the revolutionary period and a bibliography of teacher background materials related to the activities outlined in the book. The books were developed by teachers under a mandate from the Carroll County Board of Education, which was seeking a way of integrating celebration of the Bicentennial into the ongoing program of the schools.

ENTRY NUMBER: 086

TITLE: *Bicentennial Times*

PUBLISHER: American Revolution Bicentennial Administration, 2401 E Street, N.W., Washington, D.C. 20276

PUBLICATION DATE: 1974

GRADE LEVEL: K-Adult

COST: Free

SUBJECT AREA: All Curriculum Areas

This is the newsletter of the American Revolution Bicentennial Administration (ARBA), the Federal agency acting as a clearinghouse for information on Bicentennial activities. The newsletter is published monthly with the intent of "maintaining a high level of public awareness of the American Bicentennial observance and of encouraging participation in the Bicentennial by Americans everywhere." It contains brief articles on various Bicentennial projects being conducted around the country and internationally, a monthly calendar of events, and announcements of resources which occasionally include sources of funding.

ENTRY NUMBER: 087

TITLE: *In the Minds and Hearts of the People*

PUBLISHER: Peoples Bicentennial Commission, Washington, D.C. 20036

PUBLICATION DATE: None given

GRADE LEVEL: 7-Adult

COST: $20.00 for total package; includes posters, graphics, and a handbook

SUBJECT AREA: U.S. History

This is a display kit for libraries and classrooms. It contains eight 17" x 22" two-color posters with engravings and quotations from American Revolutionaries; thirty 8-1/2" x 11" graphics (engravings, reproductions of paintings, etc.), 30 captions and 14 "headlines" (all on high-quality paper); and *The Patriot's Handbook: A Syllabus & Study Guide to the American Revolution.* The *Handbook* contains ideas for unique approaches to American history and annotated lists of books on various topics (such as "8 Basic Books on the American Revolution," "Books for Young Readers," "Economic Democracy and the American Revolution," "The American Indian and the American Revolution," "Debate: Was the American Revolution a Social Movement?"). The "headlines" are designed to be used with displays of copies of the books on each list.

ENTRY NUMBER: 088

TITLE: *NEA Bicentennial Ideabook*

PUBLISHER: National Education Association, NEA Bicentennial Subcommittee, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

PUBLICATION DATE: 1975

GRADE LEVEL: K-Adult

COST: Free single copies as long as supply lasts (30 pp., paperbound)

EDRS PRICE: $0.76 for microfiche; $1.95 for hardcopy (Order Number SO 008 234)

SUBJECT AREA: All Curriculum Areas

The central theme of this booklet is the extension of the human rights of life, liberty, and the pursuit of happiness to the United States and the rest of the world. The *Ideabook* is divided into three sections. The first describes 17 proposed projects based upon a central Bicentennial program of the NEA, entitled "A Declaration of Interdependence: Education for a Global Community." Each project is dependent upon funding from non-NEA sources. Section Two offers a sample listing of innovative activities for classroom and school use. The first part of this section, "Heritage," suggests activities to probe into our nation's development, especially human rights and cultural diversity. The second, "Horizon," suggests activities for dealing with problems facing the global community including energy, political action, transportation, population, shared education, a common system of measurement, and communication. Section Three of the *Ideabook* lists national, regional, and state Bicentennial funding and information sources. Supplements to this first *Ideabook* are planned for Fall 1975 and for 1976.

ENTRY NUMBER: 089

TITLE: *Official Master Register of Bicentennial Activities*, 4th ed.

PUBLISHER: Master Calendar Services, American Revolution Bicentennial Administration, 2401 E Street, N.W., Washington, D.C. 20276

PUBLICATION DATE: 1975

GRADE LEVEL: K-Adult

COST: Free to groups or institutions

SUBJECT AREA: All Curriculum Areas

This directory is published quarterly by the American Revolution Bicentennial Administration (ARBA). It lists all the Bicentennial-related projects and events being conducted in the United States and internationally. Each entry contains information on location, audience, theme (Heritage, Festival, Horizons), subject, method, current status of project/event, and whom to contact for further information. Entries are cross-indexed by subject, method of presentation, key words in title, location, and dates. There are 4,799 entries in this edition. The *Register* can be used to find out about Bicentennial activities in your area, which might then be contacted about collaborating with local school efforts. To obtain information on additions to the list of projects and events since the publication of the latest edition, contact your state's Bicentennial office, where the BINET (Bicentennial Information Network) computer terminal can be used.

Organizations Providing Bicentennial Resources

Descriptions of 14 Organizations

ENTRY NUMBER: 090

NAME: American Issues Forum

ADDRESS: c/o National Endowment for the Humanities, Washington, D.C. 20506

PHONE: (202) 382-7465

The American Issues Forum is a national Bicentennial program sponsored by the National Endowment for the Humanities (NEH) and the American Revolution Bicentennial Administration (ARBA). The idea was originated by Walter Cronkite. The program is "designed to permit the entire population--people of all ages, background and interests--to engage together in a serious and thoughtful examination of those issues fundamental to the development and future of American society." The program consists of the publication of a calendar of focal issues to be addressed during the Bicentennial year, from September 1975 through May 1976. The issues are "abiding" rather than "current," ones that have "characterized American society and life from its beginnings" and continue to affect us today. The issues will be addressed by participating organizations from both the private and public sectors and in a variety of formats. Churches, service organizations, business enterprises, schools, the media, labor unions--all manner of groups--can participate. The Forum planning group has already begun arrangements with a number of national groups and invites any groups which wish to participate to contribute in whatever ways they determine appropriate. For each of the nine months of the program there is a major issue, which is subdivided into topics for each week. The issues are:

August 30 through September 27, 1975: *The New Society: The People* (subtopics: The Founding Peoples; Two Centuries of Immigrants; A Single Society of Diverse Peoples; Loyalty, Patriotism and the Peoples' Allegiances)

September 28 through October 25, 1975: *The New Land: The Relationship of Man to Nature in America* (subtopics: The Newfound Land: The Discovery, Colonization and Development of the Land; The Lure of the City: Urbanization and the City as Home; The Land of Plenty: Use and Misuse of Natural Resources; "This Land is My Land...." The Ownership of Land and Resources)

October 26 through November 22, 1975: *The Land of the Free: Basic Freedoms* (subtopics: Freedom of Speech and Assembly; Freedom of the Press; Freedom from Search and Seizure; Equal Protection Under the Law)

November 23 through December 20, 1975: *The New Republic: The American Form of Governance* (subtopics: "In Congress Assembled..." A Representative Legislature; A President: An Elected Executive; "The Government": The Growth of Bureaucracy; "By Consent of the States...." The Role of Local Government)

January 11 through February 7, 1976: *Working in America: Society, Work and Leisure* (subtopics: The Work Ethic: Work as a Way of Life; The Labor Force: The Organization of Workers and

the Changing Nature of Work; The Welfare State: Providing a Livelihood; Work and Leisure: A Means and an End)

February 8 through March 6, 1976: *Buying and Selling in America: "The Business of America Is Business"* (subtopics: Private Enterprise: Freedom of Independence in the Market-Place; Empire Building: Cornering the Market; Advertising: A Market and a Culture; Subsidizing and Regulating: Controlling the Economy)

March 7 through April 3, 1976: *America and the World: Relationships to a World of Nations and Cultures* (subtopics: Dependence, Independence and Interdependence; The American Dream Among Nations; Morality, Moralism and American Foreign Policy; National Sovereignty and World Order)

April 4 through May 1, 1976: *Growing Up in America: Formative Forces in American Life* (subtopics: The Family: The Nucleus of Society; The Schools: Education as a Public Trust; The Community: Social Identity; The Church: "The Free Exercise of Religion....")

May 2 through May 29, 1976: *The Way We Live* (subtopics: Being Me.... Making It....; Having Fun....; Staying With It....)

Teachers should be alert to television programs, issues of national journals, and the like that will be tying into the American Issues Forum. The National Endowment currently has available a prospectus outlining the entire effort. A brochure describing the program should also be available by the time this booklet is printed and distributed.

ENTRY NUMBER: 091

NAME: American Revolution Bicentennial Administration

ADDRESS: 2401 E Street, N.W., Washington, D.C. 20276

PHONE: (202) 634-1781

The American Revolution Bicentennial Administration (ARBA) is the official agency established by the Federal government to promote efforts to celebrate the nation's Bicentennial. Its functions include the endorsement of Bicentennial projects undertaken by communities, states, private businesses, service organizations, and the like; the maintenance of a "master calendar of events of local, state, national, and international significance which will take place between March 1975 and December 1976;" and various other clearinghouse-type activities. It does not, however, fund Bicentennial projects. ARBA is one of the cosponsors, along with the National Endowment for the Humanities, of the American Issues Forum (see Entry Number 090). ARBA's two main publications are the *Official Master Register of Bicentennial Activities* (see Entry Number 089) and the *Bicentennial Times*, a monthly newsletter (see Entry Number 086). Other printed materials available under ARBA auspices include *Above Ground Archaeology* (see Entry Number 038) and *Horizons '76* (see Entry Number 079). ARBA has set up a computerized information system, called BINET (Bicentennial Information Network), to provide easily accessible, current information on all Bicentennial-related efforts. BINET terminals are located at every regional state Bicentennial office. These are listed on page 109 of this booklet.

00078

ENTRY NUMBER: 092

NAME: Maryland State Department of Education

ADDRESS: c/o James A. Addy, P.O. Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240

PHONE: (301) 796-8300

The Maryland State Department of Education has put together an attractive 46-page printed publication, *Maryland Schools and the Bicentennial*. The major portion of the book contains suggestions for learning activities related to agriculture, fishing, and recreation; business, industry, labor, and the trades; foreign languages; government, professions, and religion; language arts; music; science and technology; and visual arts. Within each of these topical areas, activities are subdivided into those related to the Heritage theme, to the Festival theme, and to the Horizons theme. In each topical area are listed selected readings and field trip sites. A general bibliography, audio-visual materials, organizations, and places relevant to Bicentennial activities for Maryland are listed at the back of the book.

ENTRY NUMBER: 093

NAME: Montana Bicentennial Administration

ADDRESS: Box 1776, Capitol Station, Helena, Montana 59601

PHONE: (406) 449-3884

The Montana Bicentennial Administration publishes a newsletter, *Montana Bicentennial News*, and a booklet of suggestions for community projects. It also has limited matching funds for community projects in Montana.

ENTRY NUMBER: 094

NAME: National Education Association

ADDRESS: 1201 Sixteenth Street, N.W., Washington, D.C. 20036

PHONE: (202) 833-4000

The National Education Association (NEA) has available a packet of materials for the combined celebration of the Bicentennial and American Education Week. The packet is sent free upon request. It contains a flier with suggestions for classroom activities, an *Observance Manual*, a *Source Book for Speakers and Writers*, leaflets on a variety of special topics (such as career education and discipline), a number of promotional items and publicity aids, and a brochure listing publications available through the NEA. Also available from NEA is the *NEA Bicentennial Ideabook* (see Entry Number 088).

ENTRY NUMBER: 095

NAME: National Endowment for the Humanities

ADDRESS: Washington, D.C. 20506

PHONE: (202) 382-7465

The National Endowment for the Humanities (NEH) is a federal agency established by Congress in 1965 "for the encouragement and support of national progress and scholarship in the humanities." It has supported a large number of projects related to the Bicentennial, many of which are of interest to elementary and secondary educators. Its newsletter, *Humanities*, describes many of these. One of its most important Bicentennial projects is the American Issues Forum, set up in collaboration with the American Revolution Bicentennial Administration (see Entry Number 090). News of Forum-related efforts appears periodically in *Humanities*.

ENTRY NUMBER: 096

NAME: National Humanities Faculty

ADDRESS: 1266 Main Street, Concord, Massachusetts 01745

PHONE: (617) 369-7800

The National Humanities Faculty (NHF) is an independent nonprofit educational organization. Its Humanities Services program makes available the services of leading humanists to provide preservice and inservice assistance to individual schools, school districts, and community and junior colleges. Sixteen hundred faculty members are currently available throughout the country to offer consultation in many areas, including the planning of educational activities for the Bicentennial. The program emphasizes the individual needs of each school or district; no prepackaged programs are offered. After assessing needs through a questionnaire, the Humanities Services staff collaborates with the school or district to outline objectives for a program. The staff then develops a set of program guidelines on the specified topic and selects appropriate humanists from its faculty to implement the project. Provision can be made for short- or long-term affiliation and a wide variety of settings for working with the NHF, ranging from one- to three-day workshops to a full year of carefully integrated programs at the individual school, district, or state level.

ENTRY NUMBER: 097

NAME: New York State American Revolution Bicentennial Commission

ADDRESS: 99 Washington Avenue, Albany, New York 12210

PHONE: (518) 474-1776

The New York State Commission publishes an illustrated quarterly newsletter, *The Correspondent*, as well as a variety of other materials, some of which focus on New York State and others on more general topics.

ENTRY NUMBER: 098

NAME: New York State Education Department

ADDRESS: c/o Donald Bragaw, Chairperson, Bicentennial Committee, General Education and Curricular Services, Albany, New York 12234

PHONE: (518) 474-5978

The New York State Education Department puts out an illustrated Bicentennial newsletter called *The Continuing Revolution*. Short sketches of Bicentennial activities are given as well as conference announcements and brief annotations of materials. In addition to the newsletter, the New York State Education Department will send to inquirers a list of Bicentennial activities being conducted by, and materials being developed by, schools throughout the state. The Department may also have other Bicentennial resources available from time to time.

ENTRY NUMBER: 099

NAME: Oregon Department of Education

ADDRESS: c/o Herman A. Washirgton, Social Studies Specialist, 942 Lancaster Drive, N.E., Salem, Oregon 97310

PHONE: (503) 378-3569

The Oregon Department of Education has cooperated with the American Revolution Bicentennial Commission of Oregon to produce *Suggested Activities for the Bicentennial Celebration*. This booklet lists approximately 175 learning activities. The descriptions of the activities are brief, usually two or three sentences long, and are classified by grade level, Bicentennial theme (Heritage, Festival, Horizons), and subject area (e.g., Art, Biology, Career Education, Social Studies).

ENTRY NUMBER: 100

NAME: Peoples Bicentennial Commission

ADDRESS: Washington, D.C. 20036

PHONE: (202) 833-9121

The Peoples Bicentennial Commission (PBC) is a nonprofit public foundation established by "citizens dedicated to making this country live up to its revolutionary promise." The Commission states that its aim is to see that "America's 200th birthday...becomes more than just a celebration of consumerism and self-congratulation..." To this end, PBC is developing educational materials and social action programs in cooperation with churches, community groups, libraries, schools, television and radio stations, newspapers and journals, and affiliated state PBCs. Affiliated PBCs are operating in 21 states and people from all 50 states have joined PBC's Committee of Correspondence. A PBC radio series, "The Voices of '76," is being aired on 924 radio stations around the country on a daily basis; and a commission television series of the

same name is being aired on 102 TV stations. The Commission is also publishing nine commercial books, through Bantam, Simon & Schuster, and McGraw-Hill; and has a film and multi-media show touring the country.

Individuals may become members of PBC's Committee of Correspondence for $10.00. Members receive a year's subscription to *Common Sense*, PBC's magazine, as well as a variety of materials containing readings and suggestions for action and educational programs at the local level. (See Entry Numbers 036, 052, 080, 081, 082, and 088 for materials published by PBC.)

ENTRY NUMBER: 101

NAME: Texas Education Agency

ADDRESS: c/o Elvin Tyrone, Social Studies Consultant, Division of Curriculum Development, 201 East Eleventh Street, Austin, Texas 78701

PHONE: (512) 475-3653

At present, the Texas Education Agency is sending out a small package of materials related to celebration of the Bicentennial in Texas. However, plans are underway at the Agency to compile a Bicentennial packet. The packet of materials will include bibliographies, curriculum suggestions, activity sheets, a list of available non-Agency materials, and selected American Revolution Bicentennial Commission of Texas materials. The anticipated publication date is August 1, 1975. Persons wishing to receive this packet should write to the above address and ask that their names be put on the mailing list.

ENTRY NUMBER: 102

NAME: Utah State Board of Education

ADDRESS: c/o Boone C. Colegrove, Social Studies Specialist, 1400 University Club Building, 136 East South Temple Street, Salt Lake City, Utah 84111

PHONE: (801) 328-5965

At present the Utah State Board can furnish information on two projects. One is a project recommended by the State Social Studies Committee, entitled "A Kaleidoscope of Cultures: Two Hundred Years of Cultural Pluralism." The other is a set of activities suggested by the State School Office, the P.T.A., and the *Deseret News* (a Salt Lake City newspaper).

ENTRY NUMBER: 103

NAME: Wisconsin Department of Public Instruction

ADDRESS: c/o H. Michael Hartoonian, Social Studies Specialist, Division for Instructional Services, 126 Langdon Street, Madison, Wisconsin 53702

PHONE: (608) 266-3390

The Wisconsin Department of Public Instruction will furnish three items upon request. One is a booklet, *A Youth Guide to Bicentennial Activities in Wisconsin*. It contains suggestions for activities related to each of the three themes--Heritage, Festival, and Horizons--as well as a list of organizational and bibliographic resources. The second item is a flier, "The American Bicentennial: Reflections and Responsibilites." Among other things, it describes a Youth Congress '76, to be held in Madison in April 1976. A third item is a flier from the History and Heritage Project of the University of Wisconsin's Cooperative Extension Programs, listing several booklets describing activities such as "Community Biography," "The Interview," and "The Attic and the Basement."

List of State Departments of Education

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00090

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Alaska ARBC
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American Samoa Bicentennial
Commission
c/o Government House
Pago Pago, American Samoa 96799

Arizona Bicentennial Commission
1807 North Central Avenue
Suite 108
Phoenix, Arizona 85004

Arkansas Bicentennial Committee
Old State House
300 West Markham Street
Little Rock, Arkansas 72201

ARBC of California
1501 Eighth Street
Sacramento, California 95814

Colorado Centennial-Bicentennial
Commission
901 Sherman Street
15th Floor
Denver, Colorado 80203

Connecticut ARBC
59 Prospect Street
Hartford, Connecticut 06106

Delaware ARBC
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Wilmington, Delaware 19899

D.C. Bicentennial Commission
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Suite 80
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Florida Bicentennial Commission
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Tallahassee, Florida 32302

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Guam ARBC
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Hawaii Bicentennial Commission
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Illinois Bicentennial Commission
410 North Michigan Avenue
Suite 1044
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Indiana State Bicentennial Commission
State Office Building, Room 504
Indianapolis, Indiana 46204

Iowa ARBC
State House
Des Moines, Iowa 50319

Kansas ARBC
1518 North Broadway
Wichita, Kansas 67214

Kentucky Historical Events Celebration
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Capitol Plaza Towers, Room 1005
Frankfort, Kentucky 40601

Louisiana ARBC
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Maine State ARBC
State House
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Massachusetts Bicentennial
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Michigan Bicentennial Commission
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Virginia Independence
Bicentennial Commission
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St. Thomas, Virgin Islands 00801

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c/o Washington State Historical
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1900 Washington Street, East
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Wyoming Bicentennial Commission
c/o State Archives and
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Region V (Chicago)

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